



COMPETENCE IN LITERATURE LESSONS USING DIGITAL TECHNOLOGIES

DESARROLLAR LA COMPETENCIA MULTICULTURAL DE LOS ESTUDIANTES EN LAS CLASES DE LITERATURA UTILIZANDO TECNOLOGÍAS DIGITALES

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ABSTRACT

The development of skills to effectively interact, adapt, and maintain relationships in a diverse socio-cultural environment is becoming particularly relevant in the education system. The aim of the research was to study the possibilities of building students' multicultural competence in literature lessons using digital technologies. The study employed such empirical methods as experiment, observation, evaluation, and questionnaire survey. The concept of the online Foreign Literature course was elaborated to develop multicultural competence in secondary school students in a digital environment. An educational experiment was conducted with the participation of 130 students of 10 grades aged 15-16 years of secondary schools of Ukraine. The level of development of multicultural competence in students of the control group (CG) and experimental group (EG) was assessed after the educational experiment. The testing results showed that digital technologies enable students to expand their perception of literary works and motivate them to carry out more detailed analysis. This, in turn, contributes to active interaction with texts, the development of cultural intelligence, and the intercultural communication skills. The level of knowledge

in the subject showed that students who participated in the educational experiment had higher scores. They scored 9.1 points on average, while the CG students scored 7.8 points only. The study confirmed that studying foreign literature through IT technologies enhances students' interest in the cultural diversity of the peoples of the world, develops cultural sensitivity, and stimulates the practice of key multicultural skills. Prospects for further research will be creating models of the international cultural environment necessary for building of modern multicultural skills. Special attention will be paid to the development of effective pedagogical approaches to the integration of cultural diversity into the educational space.

Keywords:

Artificial intelligence, Digital transformation, Interactive communication, Intercultural education, Multicultural education.

RESUMEN

El desarrollo de competencias para interactuar, adaptarse y mantener relaciones eficaces en un entorno sociocultural diverso está adquiriendo una importancia particular



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en el sistema educativo. El objetivo de la investigación era estudiar las posibilidades de construir la competencia multicultural de los estudiantes en las clases de literatura utilizando tecnologías digitales. El estudio empleó métodos empíricos como la experimentación, la observación, la evaluación y la encuesta por cuestionario. El concepto del curso en línea de literatura extranjera se elaboró para desarrollar la competencia multicultural en los estudiantes de secundaria en un entorno digital. Se llevó a cabo un experimento educativo con la participación de 130 estudiantes de 10 grados de 15-16 años de las escuelas secundarias de Ucrania. Se evaluó el nivel de desarrollo de la competencia multicultural en los alumnos del grupo control (GC) y del grupo experimental (GE) después del experimento educativo. Los resultados de las pruebas mostraron que las tecnologías digitales permiten a los estudiantes ampliar su percepción de las obras literarias y motivarlos para llevar a cabo un análisis más detallado. Esto, a su vez, contribuye a la interacción activa con los textos, el desarrollo de la inteligencia cultural y las habilidades de comunicación intercultural. El nivel de conocimiento en la asignatura mostró que los estudiantes que participaron en el experimento educativo tenían puntajes más altos. En promedio, obtuvieron 9,1 puntos, mientras que los estudiantes de GC obtuvieron solo 7,8 puntos. El estudio confirmó que el estudio de la literatura extranjera a través de las tecnologías de la información aumenta el interés de los estudiantes por la diversidad cultural de los pueblos del mundo, desarrolla la sensibilidad cultural y estimula la práctica de competencias multiculturales clave. Las perspectivas para futuras investigaciones serán la creación de modelos del entorno cultural internacional necesario para la construcción de competencias multiculturales modernas. Se prestará especial atención al desarrollo de enfoques pedagógicos eficaces para la integración de la diversidad cultural en el espacio educativo.

Palabras clave:

Inteligencia artificial, Transformación digital, Comunicación interactiva, Interacción intercultural, Interacción multicultural.

INTRODUCTION

Multicultural competence currently appears as a strategic resource for the intercultural interaction, professional and personal self-realization. Social multiculturalism on a global scale has urged the need to develop multicultural competences in school education contexts. The research raises questions about the significance of the development of multicultural and global competencies in school education. According to (Pintor & Premazzi, 2024; Sarwari et al., 2024), multicultural competence implies communicative

adaptability and a tolerant attitude towards different cultures. Kremer & Pinto (2025) state that the ability to think critically and make informed decisions, to be adaptive and to effectively participate in socio-cultural interactions form the functional basis of multicultural competence. The components of multicultural competence are cultural awareness and sensitivity, adaptability, flexibility of thinking, and empathy. They also include the social integration skills, effective communication skills, and respect for the culture of another country. Hamaniuk et al. (2024) note that intercultural competence is a component of social competence. It reflects the ability to effectively interact, adapt and maintain harmonious relations in a diverse socio-cultural environment. This opinion is supported by Chyzhykova et al. (2022), who believe that multicultural competence reflects the ability of an individual to effectively interact and adapt in a multinational environment, covering both social and professional contexts. According to Bakum et al., (2022), multicultural competence includes four interconnected and interdependent components: linguistic, socio-cultural, functional, and emotional axiological.

Socio-cultural interactions between people and cultures that constitute different ethnic, social and cultural contexts should be considered in the context of the development of multicultural competence as a process of continuous dialogue. The ability to communicate effectively with people from different cultural backgrounds is an important skill in a globalized world (Ma & Lucietto, 2024). Rozman (2021) states that the development of multicultural competence involves the acquisition of knowledge about other peoples, their culture, traditions and customs, the ability to identify common features and characteristics, and to understand their value. According to Davis (2020), rethinking culture as a dynamic and creative phenomenon plays a key role in understanding its contribution to the development of multicultural competence. According to the authors of the study, multicultural competence includes knowledge and understanding of different cultural features, the ability to interact with representatives of different cultures. The ability to be sensitive, accepting, and flexible in interacting with different cultural contexts, as well as to adjust one's personal perception to the national values of other cultures, is extremely important. Understanding these values through the prism of tolerance forms the basis of quality intercultural communication.

In the context of globalization and digital transformation, intercultural interaction urges the issues of developing multicultural competence in educational contexts. The issues of creating conditions favourable for the development of multicultural competence in the educational environment are being studied by educators and researchers. Academic research mainly focuses on the instrumental,

methodological and technological characteristics of digital pedagogical solutions, ignoring their impact on the development of multicultural competence in the process of educational activity. The hypothesis of this study is that the use of digital technologies in foreign literature lessons has a positive effect on the development of key elements of multicultural competence. In particular, this applies to the textual, interpretative, communicative, aesthetic, value and content, cultural, creative, and adaptive components. The academic novelty of the study is the identified and substantiated pedagogical ways of developing multicultural competence in secondary school students studying literary subjects. A pedagogical strategy for the development of multicultural competence using digital technologies is proposed, taking into account the synergy of individual and collective teaching methods.

The aim of this research was to study the possibilities of building students' multicultural competence in literature lessons using digital technologies. The aim was achieved through the fulfilment of the following research objectives:

- Create a concept for an online educational Foreign Literature course aimed at the development of multicultural competence and model a digital learning environment for high-quality students' interaction in the process of studying the subject;
- Conduct an educational experiment with the participation of 10th grade students of secondary schools of Ukraine;
- Assess the level of development of multicultural competence in the CG and EG students after the educational experiment;
- Conduct students' survey and determine their attitude to the possibilities of developing the necessary competencies for high-quality socio-cultural interaction in the global digital space;
- Assess students' attitude to collective and individualized educational strategies of digital learning and digital teaching methods.

The rapid development of digital communication media technologies opens up new opportunities for international social interaction, which is characterized by multiculturalism, dynamism, and inclusiveness. Modern school education is experiencing a dynamic era of transformations caused by the convergence of advanced technologies and innovative teaching methods. The possibilities of integrating advanced technologies into pedagogical spaces are attracting more and more attention. This is explained by the capabilities of digital technologies to improve educational scenarios through personalization, learning management tools and educational data analytics (Ellikkal, & Rajamohan, 2024). Modern learning platforms reduce the gap between the student and the teacher, improving

teaching methods and learning experience. Intelligent systems enable students to interact with educational materials through online gamification and simulation services (Gautam, & Dua, 2021). The use of digital technologies in the study of literary subjects opens up opportunities for the implementation of innovative pedagogical methods. Learning in a digital environment is a challenge of our time and entails adapting educational content to the possibilities of transferring knowledge and practical skills using digital tools. According to the authors of the study, studying literature using digital technologies enables students to more thoroughly delve into the cultural component of the world's literary heritage.

Recent studies by Das, & Malaviya (2024), argue that evolutionary developments in digital technologies are paving the way for a profound and inclusive transformation of the global educational landscape. According to Schön et al. (2023), the introduction of artificial intelligence (AI) assistants into educational processes opens up new opportunities and challenges for improving the quality of learning. These systems are changing approaches to learning, allowing students to learn at their own pace and receive personalized feedback. The use of AI assistants makes it possible to create personalized learning trajectories (Nguyen et al., 2022). According to Archibald et al. (2023), the use of AI-enabled digital platforms helps to automate teacher functions such as assessment and moderation. New Gen AI-based adaptive learning systems can address more complex educational challenges, including dynamic planning of personalized learning paths (Li, et al., 2024). These systems use real-time data analysis to customize educational content, provide targeted feedback, and create personalized learning paths (Vera, 2024). This view is consistent with the statement of Das & Malaviya (2024). They believe that online adaptive learning platforms with AI support are an important tool for implementing personalized learning. The capabilities of such platforms include intelligent assessment and data analytics, virtual learning, as well as gamification and interactive strategies. According to the authors of the study, AI contributes to the development of interactive learning methods that increase the level of knowledge acquisition. At the same time, these methods help students to develop key skills necessary for life and career.

Oiinyk et al. (2024) raised the issue of developing research competencies using AI technologies. A methodology was proposed that includes information search, creation of annotated catalogues, personalized learning, exchange of academic ideas, data analysis and automated text verification. The positive impact of AI on the growth of the level of research competence was confirmed. According to the authors of this study, there is a close relationship between multicultural and research competences, in particular, the

development of one can contribute to the development of the other. Multicultural competence involves the ability to interact with people from different cultures in various contexts. In turn, research competence consists of the ability to analyse, evaluate, argue and identify key features inherent in a particular culture. Multicultural competence contributes to a deeper understanding of the studied topics and contexts, and research competence enables conducting research that takes into account cultural aspects.

The results of the study by Möller et al. (2024) prove that the use of digital technologies for educational purposes can have a qualitative impact on enhancing student success. According to Kocot et al. (2024), the success of digital education is the result of the interaction of many factors. The key ones are the quality of teaching, active participation of students, technological equipment of educational institutions, as well as the degree of student satisfaction, and their ability to learn independently. According to Chovriy et al. (2024), the use of modern digital technologies in the educational process contributes to the students' ability to independently find ways to solve problems. According to AlAli (2024), project-based learning in a digital environment contributes to the development of students' 21st century global skills. According to the authors of the study, the integration of digital technologies into teaching strategies for studying literary subjects can improve the quality of teaching and increase its effectiveness. The generative functions of digital technologies have powerful potential for modelling an engaging learning environment with elements of gamification and interactivity.

Given the trends of digital transformation in education, strategies for implementing digital tools in educational interactions require in-depth research. Despite the significant contribution of researchers to the study of the possibilities of digital technologies in educational contexts, some aspects remain poorly covered. In particular, we are talking about the possibilities, advantages and disadvantages of using digital tools in the study of the humanities. Furthermore, the issue of developing global multicultural competencies in a digital environment within the framework of secondary education curricula requires additional research.

MATERIALS AND METHODS

The research was conducted from January to May 2025. The stages of the research are presented in Figure 1.

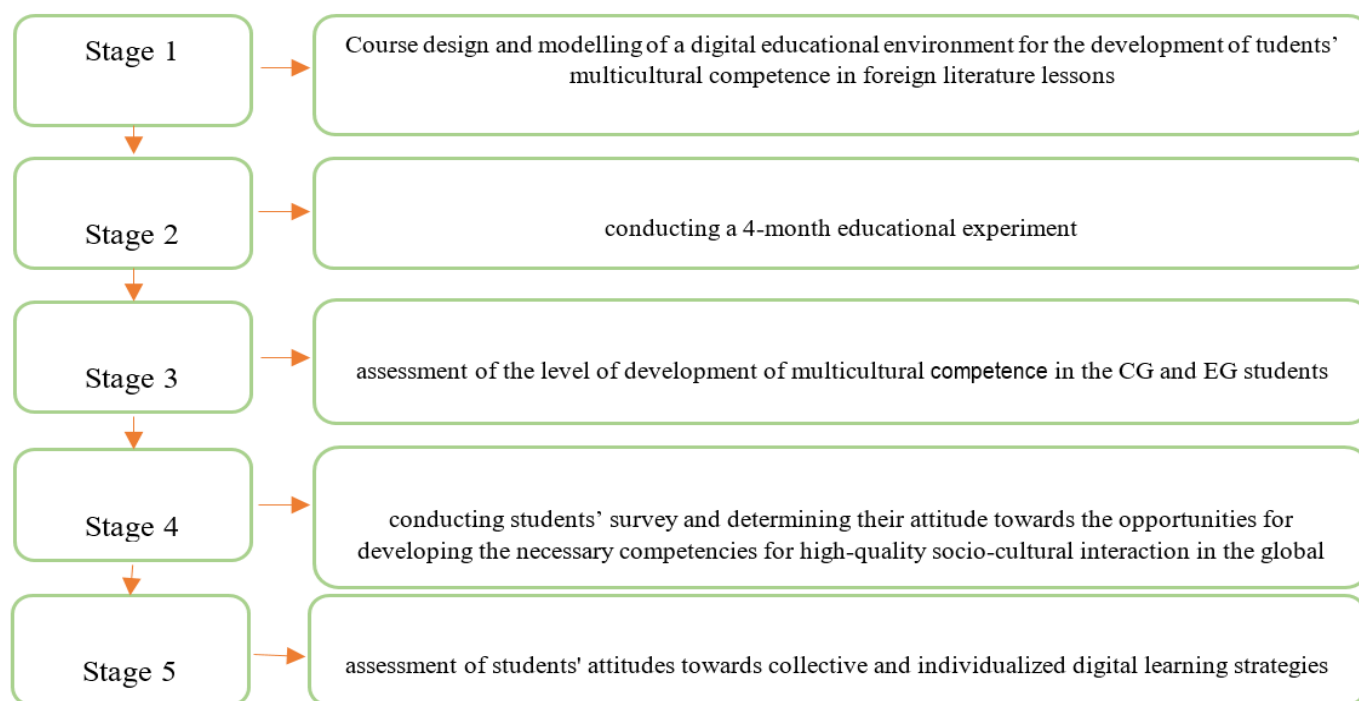


Figure 1: Research stages.

The educational experiment involved 130 10th grade students aged 15-16 from secondary schools in Ukraine. An official invitation was sent to the directorates of 27 schools with a proposal to participate in the study. The aim of the appeal was to involve 10th grade students in an educational experiment, survey and exchange of experience on the appropriateness of using digital technologies in literature lessons. It was also intended to study the impact of these technologies on the development of key elements of multicultural competence. Involvement in the experiment was voluntary. An online registration form was developed for students to participate in the study, which was a tool for collecting basic data about the participants. The form provided for information about the educational institution, grade, age, as well as consent to participate in the study. This approach allowed for a quick sampling, ease of registration, and compliance with ethical standards for conducting the study. As of the beginning of January 2025, 167 applications from students to participate in the study were received. The initial analysis of the questionnaire data and the participants' compliance with the research criteria was followed by a screening, during which some of the applications were rejected. The main sample included 130 participants who met the established requirements and expressed their willingness to actively participate in all stages of the experiment. The main inclusion criteria were age 15-16 years and studying in the 10th grade of secondary schools in Ukraine.

Two groups of participants were randomly formed to ensure the objectivity of the research results: the EG and the CG. For 4 months, the EG students (65 students) participated in the educational experiment. The experiment was based on the author's model of developing multicultural competence in secondary school students using modern digital tools in the Foreign Literature. The CG participants studied using the traditional method according to the curriculum. The educational online Foreign Literature course was developed and the educational experiment was conducted by 6 teachers of the Ferenc Rakoczi II Transcarpathian Hungarian College of Higher Education and Borys Grinchenko Kyiv Metropolitan University.

The study employed a set of complementary methods for a deep analysis of the impact of digital technologies on the development of key elements of students' multicultural competence in Foreign Literature lessons.

- The experimental method was applied in the process of modelling the educational digital environment and the structure of the online Foreign Literature course, as well as during the experimental training of students in the course;
- The observation method was used to record the activity and involvement of students in the learning process;

- The assessment method was used to assess the level of development of multicultural competence in the CG and EG students after the educational experiment. The testing included 10 situational tasks for assessing each element of multicultural competence, in particular: textual interpretative, communicative, aesthetic, value and content, cultural, creative, adaptive competencies. The assessment was carried out on a 12-point system;
 - The survey method was used to: 1) assess students' attitudes towards opportunities to develop the necessary competencies for high-quality socio-cultural interaction in the global digital space; 2) assess students' attitudes towards collective and individualized learning strategies for digital learning and pedagogical digital methods. It was carried out by means of a questionnaire. The questionnaire contained 3 blocks of 10 statements, with which respondents could assess their position on a Likert scale from 1 to 5 points. The first block of statements was aimed at assessing students' attitudes towards opportunities to develop the necessary competencies for high-quality socio-cultural interaction in the global digital space. The second block was aimed at assessing students' attitudes towards collective and individualized learning strategies for digital learning. The third block was aimed at assessing students' attitudes towards digital teaching methods. The questionnaire was developed by the authors of the study independently based on an analysis of academic literature, taking into account the aim and objectives of the study. It was tested through a pilot survey (n = 40) with a second survey after two weeks. The results of the t-test: $t(29) = -0.62$, $p = 0.542$, indicating the stability of the responses. Cronbach's $\alpha = 0.81$ confirmed high internal consistency. The questionnaire demonstrated sufficient reliability and was used as the main tool for collecting empirical data in further research.
 - The analytical method was used to structure the survey results, draw conclusions and recommendations to improve the effectiveness of developing students' multicultural competence in the Foreign Literature lessons using digital technologies.
1. Individual learning strategies for the Foreign Literature subject for the EG students were implemented and the knowledge and level of multicultural competence of all participants was tested using a mobile application. This application was developed on the SkillzRun platform.
 2. Students' joint work on the study of cultural features of literary works was carried out using the Google Teams service and the Google Teams communication service;
 3. In working on creative projects, students used services for creating text, visual and video content based on AI, in particular: OpenAI, MidJourney, Synthesia, DeepAI, Runway ML.

- 4. Group discussions and exchange of experience were carried out in the educational experiment community on Telegram;
- 5. Coordination meetings with course moderators were carried out in Zoom.
- 6. The obtained data were analysed and processed using Microsoft Excel.

RESULTS AND DISCUSSION

The educational experiment proved that studying literature in the modern digital space enables students to acquire the knowledge, skills and practical qualities necessary for high-quality interaction with the international environment. Communication games, seminars, virtual reviews and excursions, as well as visual generation of literary images had a positive impact on the level of students' multicultural competence. Interaction with educational video content created using AI contributed to the development of analytical and creative skills. In addition, joint work on projects and conducting group research also made a significant contribution to improving intercultural interaction among students. The assessment results showed that the EG students demonstrated a higher level of development of elements of multicultural competence than the CG students (Figure 2).

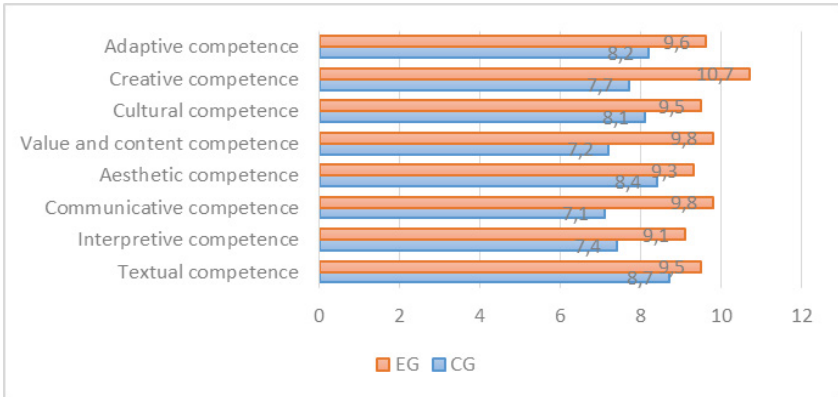


Figure 2: Assessment of the level of development of multicultural competence.

The analysis of the test results proved that digital technologies enable students to expand their perception of literary works. They motivate students to more detailed analysis and active interaction with texts, which contributes to the development of their cultural intelligence and intercultural communication skills. In addition, the results of testing the level of knowledge in the Foreign Literature showed that students who participated in the educational experiment had higher scores. Their scores were 9.1 on average, while this indicator was 7.8 for the CG students. The implemented pedagogical methods, which involved group learning in a simulated digital environment, have proven their effectiveness in the context of developing multicultural competence. The results of the student survey showed that digital technologies are able to improve the quality and efficiency of the educational process. They contribute to the development not only of key elements of multicultural competence, but also of skills for high-quality socio-cultural interaction in the global digital space. The results of the student survey are presented in Table 1.

Table 1: Students' attitudes towards opportunities to develop the necessary competencies for high-quality socio-cultural interaction in the global digital space.

Statement	Rating scale				
	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
Interaction with digital technologies in literature lessons contributed to:					
development of digital literacy			2%	3%	95%
development of information literacy and analytical skills		1%	2%	4%	93%
development of responsibility, diligence and the ability to prioritize		2%	5%	6%	87%
development of practical literary knowledge and skills			2%	7%	91%
development of critical thinking, problem-solving and decision-making skills		1%	2%	4%	83%
development of flexibility of thinking, the ability to quickly perceive information	5%	7%	6%	4%	78%

development of communication skills, cooperation and collaboration skills in the digital environment	4%	8%	6%	7%	75%
development of the ability to analyse information, check facts, identify false arguments	4%	5%	4%	6%	81%
development of critical and creative thinking	3%	5%	7%	9%	76%
development of adaptability to different cultural contexts			4%	10%	86%

The results of the student survey allowed for a comprehensive assessment of their attitudes towards the opportunities for developing multicultural competencies in the digital information space. In general, students confirmed the value of learning experience in a digital environment and its positive impact on the development of multicultural competence, noting its flexibility, accessibility and comfort. The next stage of the research was to study students' preferences in choosing learning strategies, in particular individual and collective. Table 2 presents the results of the survey.

Table 2: Students' attitudes towards collective and individualized digital learning strategies.

Statement	Rating scale				
	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
Individualized tasks and approaches to learning contribute to better assimilation of literary material		9%	15%	12%	64%
A learning process adapted to the student's level of knowledge, needs and expectations contributes to the effectiveness of learning		6%	11%	8%	75%
Individualized learning strategies enable better planning one's own time and pace of learning	4%	10%	7%	8%	71%
Individual distance consultations with a teacher help to understand and assimilate the material more deeply			3%	12%	85%
Collective learning interactions have a noticeable impact on learning and the development of multicultural competencies			1%	3%	96%
Group learning contributes to faster and more qualitative assimilation of material				6%	94%
Joint work on projects increases the effectiveness of learning				9%	91%
A collective approach to learning creates an effective learning environment, enabling an exchange of ideas, learning from others, and creating an atmosphere of mutual support			1%	2%	97%
Group learning contributes to the comfortable and convenient development of multicultural competence				2%	98%

The survey results clearly identified the students' educational preferences, which were largely oriented towards collective learning strategies. However, observation of the participants in the educational experiment showed that the use of the capabilities of modern adaptive digital technologies in the educational process can qualitatively increase the effectiveness of collective learning interactions. This also contributes to the consolidation of knowledge and skills. Therefore, the combination of collective and individualized learning strategies aimed at the development of multicultural competencies is the optimal solution in the creation and design of educational scenarios. Furthermore, the students' attitude to online learning methods and their potential in increasing educational self-efficacy, engagement and motivation was studied. The survey results are presented in Table 3.

Table 3: Students' attitudes towards pedagogical digital methods and approaches.

Statement	Rating scale				
	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
Personalized tasks and recommendations based on the analysis of student success make learning more focused and motivating		3%	7%	6%	84%
The use of interactive digital materials helps to increase interest in learning and better assimilation of the material			2%	7%	91%
Mobile and online platforms that offer access to educational materials at any time enable effective organization of learning			7%	6%	87%

The use of game elements (gamification) in learning stimulates more active participation in the learning process				4%	96%
Group classes and discussion of educational materials with other students in an online format engages in learning and helps improve learning outcomes			1%	2%	97%
Interactive situational tasks make the learning process more exciting			2%	3%	95%

The survey results showed that modern educational technologies open up new opportunities for the development of relevant multicultural skills in secondary school students. At the same time, they provide a high level of educational motivation and engagement. The results of this study confirmed that the study of foreign literature in the environment of the latest IT technologies enhances students' interest in the cultural diversity of the peoples of the world. It also develops cultural sensitivity and stimulates the practice of key multicultural skills.

According to the authors of the study, one of the priority tasks of literary education is to develop students' ability to independently analyse and interpret a literary text. It is also important that students are aware of and perceive the aesthetic, spiritual, and moral values laid in this text. According to Walsh (2025), the development of multicultural competence involves the use of various pedagogical methods, as well as the implementation of innovative approaches in modelling scenarios of educational interactions. The results of the study by Starr et al. (2022) confirm that group online learning in real time promotes an increase in the level of students' academic performance, and also stimulates the development of interpersonal competencies. This study demonstrated that group discussions of literary works, as well as the joint creation of video content focused on identifying cultural differences, allowed students to develop cultural knowledge. The findings of Chen et al. (2024) showed that creating interactive learning spaces for teamwork using AI, mentoring schemes and group projects is an effective approach to developing multicultural competences. This is consistent with our opinion, as we believe that participation in collaborative learning in an online environment and interaction with AI services for the creation of digital content are important factors. Developing an interest in cultural diversity through active learning and project work with literary texts has an impact on increasing the level of students' multicultural competence. This opinion is supported by the results of Yamada (2025), who proves that digital sources, online communication and interaction play a mediating role between the influence that stimulates learning and the skills that students acquire and apply in further learning.

The results of the study by Sarwari et al. (2024) confirmed that an international educational environment, access to online resources and activities are important components of the learning process. This study presented an educational experiment involving Ukrainian students only. The results of the study showed that the development of students' multicultural competencies remains possible even in the absence of opportunities to implement educational practices in an international educational environment. This is achieved by modelling the educational environment using digital technologies, in particular AI services. The generation of educational content using AI tools harmoniously conveys the full colour of the cultural identity of the peoples of the world and emphasize their cultural diversity.

The results of the study by Anosova et al. (2022) confirmed that active learning methods must adapt to the educational requirements and level of students' training in a digital educational environment. They should also take into account students' individual characteristics, ensuring a personalized approach and the development of lifelong learning skills. According to Urgan et al. (2025), the introduction of digital technologies into educational contexts contributes to the creation of a more adaptive and individualized learning model. In the educational experiment implemented in this study, students were provided with the opportunity for personalized learning and support through a mobile application developed using the SkillzRun service. The students confirmed that personalized tasks and recommendations make learning more focused and motivating.

According to Niku (2023), there are several problems in implementing digital learning. One of them is the difficulty of choosing effective and interactive learning tools according to the students' wishes and interests. As Konstantinidou & Nisiforou (2022) noted, the design of the online learning programme is the main factor influencing the effectiveness of learning. The educational content should be authentic, with examples and tasks based on real experience. The technology should be convenient, accessible and integrated, and the learning process should be interactive, multimodal, and attractive. It is important not only to implement new technologies, but also to optimize their use so that they effectively support educational goals and contribute to the development of the necessary competencies. Another problem in curricula focused on building multicultural competencies is the implementation of an objective assessment of the level of their development in students at different stages of learning. The results of the study by Bartel-Radic & Taylor (2020) showed that digital analytics tools allow determining the level of development of multicultural competencies in the process of interactive interactions.

In this study, the level of development of multicultural competence were tested through 10 situational tasks to assess each element of multicultural competence. The assessment was carried out in a mobile application, in an easy and comfortable form for students. The hypothesis of the study was confirmed: the use of digital technologies in foreign literature lessons does have a positive impact on the development of key elements of students' multicultural competence. The results of this study can be used by teachers when designing a learning environment that will promote the development of multicultural competence. The combination of collective and individual learning strategies outlined in the study will enable easy and comfortable realization of students' learning goals.

Limitations

The main limitations of this study are the narrow geographical scope of the educational experiment, as it was conducted among secondary school students in Ukraine. Besides, this is the limited age range of participants (10th grade students aged 15-16) and the short duration of the experiment (4 months).

Recommendations

The results of this study give grounds to outline recommendations for increasing the effectiveness of building students' multicultural competence of in the Foreign Literature lessons using digital technologies, in particular:

- it is necessary to ensure the synergy of individual and group methods of online learning;
- interactive interactions must be directed towards the development of key elements of multicultural competence;
- it is necessary to integrate modern digital services and tools into educational interactions and direct students by providing instructions for their active use when working on literary works;
- increasing the effectiveness of the training course requires the application of pedagogical methods of active project-based problem-oriented learning;
- it is important to coordinate the development directions of both subject and multicultural competencies when modelling educational scenarios for group online learning, so that the trajectories of their development complement and reinforce each other, and do not exclude or displace each other;
- it is necessary to provide additional information and consultation, technological support and ways of direct online communication with students' parents/guardians.

CONCLUSIONS

The results of the study confirmed that the literary context

plays an important role in the development of multicultural competencies, revealing the values and worldviews of different cultures through language and artistic works. Digital technologies expand the possibilities of intercultural communication, providing access to the global context and creating a space for interactive learning. The combination of these two elements provides a deeper understanding of cultural differences and effectively developing skills in intercultural interaction.

In general, students confirmed the value of the learning experience in a digital environment and its positive impact on the development of multicultural competence, noting its flexibility, accessibility and comfort. The survey results showed that collective learning strategies are more effective for the development of multicultural competence (96% of respondents). Group learning in an online environment contributes to faster and more qualitative assimilation of the material (94%), and joint work on projects increases the effectiveness of learning (91%). According to 98% of students, learning in a group contributed to the comfortable and convenient development of multicultural competence. The study concluded that it is important to integrate various methods and forms of interaction to achieve maximum effectiveness of the learning process. Combining different approaches ensures flexibility and speed of learning, but also contributes to a deeper assimilation of materials, the development of key elements of multicultural competence.

The results of this study can be used by educators at the stage of designing educational scenarios aimed at developing multicultural competencies in a digital environment. The combination of collective and individual educational strategies outlined in the study will allow implementing learning goals in an easy and comfortable way for students. The prospects for further research include creating a pedagogical model for developing multicultural competencies in an authentic international environment. Special attention will be paid to its practical implementation in literature lessons using virtual and augmented reality technologies.

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