

# DEVELOPMENT OF INTERACTIVE FORMS OF COMMUNICATION THROUGH ARTIFICIAL INTELLIGENCE

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## ABSTRACT

Artificial intelligence (AI) has opened up new opportunities for implementing interactive media communication in the digital environment, demonstrating its potential. However, developing users' conscious, responsible attitude to interaction with AI tools, critical thinking, and technological knowledge requires a complex and balanced pedagogical approach. The aim of this article is to investigate the potential of AI tools to increase the effectiveness of interactive forms of communication in the digital environment. The research employed the following empirical methods: experiment, questionnaire, as well as qualitative and quantitative analysis. The concept of developing interactive media communication skills was developed. An educational experiment was conducted to analyse the capabilities of AI tools in increasing the effectiveness of interactive forms of communication in the digital environment. The results of the survey of students taking the experimental course showed that technologies are most effective in the following processes: creation and editing of interactive media content (4.89 points), distribution of content in the digital environment (4.76 points), fact-checking (4.27 points), and data collection for case studies (4.03 points). The results of the survey of the participants of the educational experiment - a group of media content consumers showed that interactive communication in the digital environment left a positive impression on the respondents. The respondents rated their experience as creative (9.7 points), exciting (9.5 points), informative (9.3 points), interesting (8.9 points), inspiring (8.8 points), intriguing (8.5 points), stimulating (8.1 points). The article may be of interest to educators who are looking for optimal strategies for integrating AI tools into educational programmes for the development of interactive media communication skills in a digital environment.

**Key words:** *Artificial Intelligence (AI) Tools, Media Industry, Media Content, Interactive Communication, Content Generation, Fact-checking, Content Distribution.*

## 1. INTRODUCTION

The acceleration of technological development and the spread of smartphones and the Internet in people's lives have launched new processes of information consumption [1]. The development of new technologies and their inclusion in all areas of social life have changed how information is perceived and transferred [2, 3]. As technology advances, mass media has entered a new era marked by the digital distribution of information and the fusion of multiple media formats [4]. In addition, introducing new innovative technologies, such as AI and natural language generation (NLG), has played an important role in emerging new media concepts [5]. Not only has users' perception of news content changed, but so have the expectations of the news presentation format, the orientation of which has transformed from a readable presentation to the creation of an immersive experience with the effect of immersion and presence. In the context of technological progress, digital communication skills are becoming critically important [6].

Interactive communication skills are gaining particular significance in the context of hybrid media culture, where immersive technologies create new forms of reality representation [7]-[9]. They play a key role in international communication, as cultural differences influence the perception of media messages. The ability to effectively use interactive formats helps tailor content for different audiences and fosters deeper mutual understanding. The author of this article [10] noted that how a media message is presented significantly affects its content. The other researchers [11] argue that various forms of immersive communication in the digital environment have significant potential for cultural adaptation and communicative effectiveness.

There is an increased interest of scientists, teachers and media industry workers in the AI potential [12], as well as the concept of interactive gamified communication in the digital space, supported by the technological capabilities of AI [13]-[15]. The concept of gamification has gained popularity as a way to engage and motivate people to achieve their goals [16]. The market for gamified journalism and news games is rapidly developing. Games can now perform news functions, and news can appear in interactive gamified formats [17]. AI is an integral part of the new media ecosystem today, opening up huge potential for the development of modern journalism [18]. Media workers discover AI's significant benefits for improving their operations' efficiency and data management [19]. Skills in game-based interactive communication are important for

enhancing consumer engagement with informational content. Through gamification, it is possible to transform traditional formats of transmitted informational content into an engaging experience. An immersive gamified approach is particularly effective in educational contexts, where it helps develop practical and cognitive skills by simulating real-life situations and teamwork [20]. Integrating serious games into educational programs enhances learning and equips students with relevant skills to tackle 21st-century challenges [21]. These games promote teamwork and cooperation through interactive simulations, allowing students to develop practical skills by addressing real-world professional challenges [22, 23]. Additionally, the simulation of business processes offers significant potential for practising professional skills and cognitive abilities, making them essential in training future specialists [24].

The emergence of GenAI tools has fundamentally transformed traditional communication approaches, creating new opportunities for enhancing quality and efficiency in digital interactions [25]. However, these advancements also present challenges regarding users' conscious and responsible engagement with AI tools. Researchers, educators, and media industry representatives emphasise the need for a balanced approach to integrating AI into educational processes and professional practices [26], prioritising the development of ethical awareness, critical thinking, technological knowledge, and media literacy among students [27].

The aim of the article is to study the possibilities of AI to improve the efficiency and quality of interactive forms of communication in the digital environment. The aim involves the fulfilment of the following research objectives:

- present the concept of developing students' interactive media communication skills and the structure of the online course Artificial Intelligence and Interactive Media Communication;
- conduct an educational experiment with the participation of 77 masters of Taras Shevchenko National University of Kyiv, studying in the following fields: journalism, sociology, philology, international economic relations, economics;
- determine the impact of the technological capabilities of AI on the effectiveness of the implementation of interactive forms of communication in the digital environment;
- analyse the attitude of the target audience of media content consumers to the acquired experience of interactive communication with media content authors.

The main questions of our research are: tasks that AI models can perform, particularly in content generation. By enhancing the capabilities of intermediaries and enabling more relevant interactions with consumers, AI not only streamlines the editing process and improves news quality but also facilitates innovative audience engagement.

What opportunities does generative artificial intelligence provide for enhancing the quality of media communication in the digital environment? Norwegian researchers believe that interactive media communication should be based on dynamism and consistency, as its important characteristic is the constant updating of media content, taking into account not only how the event unfolds but also how it is reported and how reactions, opinions, interests, advice and information needs of the audience develop. The audience can be profiled using explicit ratings directly or indirectly, for example, using the number of reposts. Such quantitative indicators can be supplemented with qualitative data, such as NLP analysis of user text comments [35]. Researchers [36] believe that AI systems can help identify relevant content for balanced research by specifically suggesting alternative informational propositions for certain positions or topics, thus counteracting biased, one-sided coverage or even disclosing false news. Researchers [37] believe that although AI promises great advances in the media industry and news production, ontological discussions about the relationship between AI and its impact on society are urgently needed to create a balanced information environment. By creating value and adjusting the delivery of content according to the target audience's needs, AI technologies increase the engagement of the target audience and, accordingly, the income of media companies. However, media industry representatives need to follow effective strategies for the responsible use of AI to ensure that the use of AI will have positive externalities for society [38]. According to the authors, it is essential for media industry professionals to adopt effective strategies for the responsible use of AI to ensure that its application yields positive societal outcomes while enhancing audience engagement.

What are the priority areas for using artificial intelligence in implementing interactive forms of media communication? How do the technological capabilities of artificial intelligence affect the effectiveness of interactive communication forms in the digital environment?

## 2. LITERATURE REVIEW

The transition of media communication to a digital network environment, the use of AI applications and algorithms in the activities of mediators and consumers of media resources changes and reconfigures the media industry: it undermines business models, overturns usual work processes and, among other things, opens the flow of alternative information [28]. AI development is transforming the media industry and arise debate about the benefits and risks that AI may bring [29]. According to Ghanaian researchers [30], the future of the media industry in the age of AI is collaboration, where technology empowers mediators while the core human qualities of the profession remain central. According to the authors, the transforming conditions of the media environment require professionals to adapt to changing circumstances and maintain ethical standards in collaborating with technologies.

Integrating AI technologies into media communication is attractive, given the number and types of tasks that AI models can fulfil [31]. The author of this research [32] distinguishes two areas that are a priority for using AI in the media space: content generation and personalisation. AI tools can expand and supplement mediators' capabilities, especially in the content generation process. AI-based personalisation that relies on consumer interests can ensure that content is relevant and interesting, thereby optimising consumer interaction. According to Chinese scholars [33], AI is expanding in the media field and is increasingly being applied in four areas: data collection and news writing, editing, distribution, and news review. The AI implementation in editing simplifies the news editing process and increases the quality of news products. According to Indian researcher [34], AI can be used to analyse audience behaviour and preferences, which can help media outlets target their content more effectively and improve their marketing strategies. According to the authors, the integration of AI technologies into media communication is highly attractive due to the diverse

The key problem identified in the research is the transformation of the media industry due to the shift of media communications into a digital network environment, where intermediaries and consumers' use of AI applications and algorithms disrupt traditional business models and workflows. This evolution underscores the critical importance of developing digital interaction skills with AI tools, as these skills are essential for navigating the complexities of the new media landscape. Furthermore, there is a pressing need for responsible AI integration in media practices to ensure ethical standards are upheld, highlighting the necessity for

professionals to be equipped with the competencies to engage effectively and responsibly with AI technologies.

### 3. MATERIALS AND METHODS

#### 3.1. Research Design

An educational experiment was conducted from January to July 2024 to explore the opportunities AI tools offer for ensuring the quality and efficiency of interactive communication in a digital environment. The educational experiment was organised, conducted and moderated by 3 teachers and 5 graduate students of the Department of Editorial and Publishing Technologies and Production and the Department of Print Mass Media and the History of Journalism of Taras Shevchenko National University of Kyiv. The authors of the course presented the concept of developing students' interactive media communication skills (Appendix A, Figure A. 1), on the basis of which the educational experiment was implemented.

Online educational course Artificial Intelligence and Interactive Media Communication was developed based on the author's concept of developing interactive media communication skills (Appendix B, Figure B.1). The training was conducted using a mobile application on the Skills Run training platform (<https://skillzrun.com/>) with the aim of providing students with structured interactive educational material, which included short video instructions on the use of modern digital technologies in journalistic activities. The purpose of training using the mobile application was the development of students' hard professional skills (Hard Skills) in interactive communication — specific technical skills and knowledge that are necessary for successful work in the field of media and communications.

Online meetings with teachers were held twice a week on the Zoom platform. The meetings were held in video lectures and collective discussions on the topic Self-Efficacy in the Network. These meetings aimed to develop students' soft communication skills, self-awareness, responsibility, and ethics.

The course moderators created communication platforms on Facebook, YouTube, Twitter, Instagram, WhatsApp, and Telegram to provide students with the opportunity to learn in realistic conditions. Students published their case studies, conducted interactive communication in those social networks: organised forums, discussions, quests, etc., and practiced social media analysis. Before the beginning of the educational experiment,

an advertising campaign was conducted in the university media resource, aimed at attracting students to participate in the educational experiment as consumers of media content. So, an additional group consisting of 750 students of Taras Shevchenko National University of Kyiv was formed using online registration and instruction. The participants of the additional group undertook to take an active part in the experiment, lead a discussion, write reviews, pass tests, answer questions and evaluate the media content proposed by the main participants of the experiment.

The participants of the main group were invited to conduct case studies in the following areas: political, social, economic, cultural, educational and technological spheres. Students had the opportunity to choose an interesting direction on their own. The method of free choice was applied to form 6 thematic working subgroups. Interaction of subgroups was carried out on the platform for joint work — Microsoft Teams (<https://support.microsoft.com/uk>). In addition, a group was created in Telegram for students to communicate and write reviews about their experience using AI tools.

#### 3.2. Sample

The educational experiment involved 77 master's students of Taras Shevchenko National University of Kyiv, who majored in journalism, sociology, philology, international economic relations, economics (Appendix C, Table C.1).

#### 3.3. Methods

The research used such empirical methods as: experiment, questionnaire survey, qualitative and quantitative analysis. The experimental method was applied to create an environment for practical training and testing of AI tools in the educational practice of creating and distributing media content. Analytical methods were applied to structure students' feedback on the AI opportunities in implementing various forms of interactive communication in the digital environment. The qualitative and quantitative analytical method was used to identify the impact of AI tools on the effectiveness of interactive forms of communication in the digital environment, analysing the opinions of participants about the progress achieved in the development of hard and soft skills of interactive communication.

#### 3.4. Survey

The survey of the participants of the educational experiment was conducted on the Skills Run educational platform (<https://skillzrun.com/>). At the end of the six-month training, students were asked

to answer the following question: “In which of the proposed areas of using AI tools is the most effective: i) data collection and case studies; ii) fact-checking; iii) creation and editing of interactive media content; iii) distribution of digital media content. A 4-point Likert scale was used for the survey: 1 – not effective, 2 – partially effective, 3 – largely effective, 4 – maximum possible effectiveness.

The participants of the main group of the educational experiment were asked to evaluate their personal progress in the development of interactive communication skills in the digital environment using a Likert scale in 5 grades: 1 — low progress, 2 — insignificant progress, 3 — noticeable progress, 4 — significant progress — absolute progress. Students had the opportunity to assess progress in the development of such skills as: Hard Skills (research skills, digital skills, operational skills, multimedia skills, project management skills, analytical skills) and Soft Skills (communication, flexibility and adaptability, creativity, ability to work in a team).

A survey of additional group members — 450 people — was conducted using Google Forms (<https://docs.google.com/>). The respondents were asked to evaluate their experience of participating in the educational experiment. It was suggested to rate the experience of interaction with media content authors on a 10-point scale according to the following criteria: interesting, creative, informative, stimulating, inspiring, exciting, intriguing.

### 3.5. Instruments

The obtained data were analysed and processed using statistical methods and Microsoft Excel software. Respondents' questionnaires were sorted by relevance, T-test of the independent sample method was conducted, and the results showed no significant difference ( $>0.041$ ). The Harman single-factor test was used to check the systematic error of the common method. The variance of the first factor was 36.37% (less than 50%), which confirms the absence of a serious systematic error of the general method of this study.

## 4. RESULTS

The AI implementation in media communication opens up new horizons and opportunities for improving the quality of media content but also requires a conscious approach to the development of skills and abilities of future mediators. A key aspect is the development of ethical awareness and critical thinking, which will allow specialists to cope with the challenges of the modern media landscape effectively. A balanced combination

of hard and soft interactive communication skills lays the foundation for successful media communication in the digital environment. Figure 1 presents the priority areas of using AI in implementing interactive forms of media communication in the digital environment.

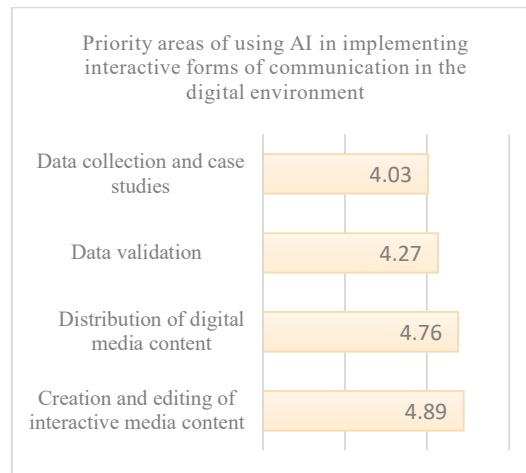


Figure 1: Priority Areas Of Using AI In Implementing Interactive Forms Of Media Communication In The Digital Environment

Source: developed by the author

The results of the educational experiment showed that AI tools can significantly increase the effectiveness of interactive forms of communication in the digital environment. Students who took the online course Artificial Intelligence and Interactive Media Communication noted that these tools were especially useful in the following areas of educational activity: creation and editing of interactive media content — 4.89 points, distribution of content in the digital environment — 4, 76 points, fact-checking – 4.27 points, data collection for case studies – 4.03 points. These results confirm the importance of integrating AI into the educational process, opening up new opportunities for learning and research. Feedback from students about the experience of interacting with AI tools in the learning process are summarised below by key areas of activity:

### 4.1. Data Collection and Conducting Case Studies

*“AI tools proved useful to me during the case study, providing quick and reliable access to information from various sources. The AI use significantly accelerated the process of data analysis and preparation of materials.”*

*“AI has been useful for my case study, providing relevant real-time information and allowing efficient filtering and analysis of data. The use of AI has greatly simplified the online media*



monitoring process and accelerated the preparation of materials.”

“AI tools greatly simplified the process of finding and analysing information for my research. Thanks to its ability to predict trends, I was always aware of the most relevant topics and stories, which made it possible for me to create relevant media content.”

“AI provided significant support in the data collection process for my research. Thanks to the functions of generating audio versions of articles and quick access to reviews, I was able to efficiently collect information and optimise work processes.”

“AI has greatly simplified the process of conducting research, enabling to quickly find relevant and interesting content. The tools for analysing and tracking thoughts helped me to discover important insights for my work.”

#### 4.2. Fact-checking

“AI assisted in the data verification process, which ensured the credibility of my media content.”

“The possibilities of AI for analysing sources and monitoring social networks have greatly simplified my work and helped to ensure the credibility of material.”

“AI tools have become indispensable assistants for me in the process of my research, enabling me to effectively monitor the spread of statements in social networks and identify potentially inaccurate information. The analytical capabilities of the AI tools helped me to engage more deeply in the context of the topics discussed and ensure the accuracy of my materials.”

“AI tools allowed me to effectively verify the authenticity of media data and detect fabricated content. The cross-modal validation analysis capabilities have greatly simplified my work and helped to ensure the accuracy and reliability of the published materials.”

“AI tools made it possible to quickly and efficiently check the authenticity of visual content from various sources. Its ability to reverse image search, analyse metadata and track changes over time has greatly simplified my work in verifying photo and video content.”

#### 4.3. Creation and Editing of Interactive Media Content

“AI tools allowed me to quickly generate ideas and receive information on demand, significantly speeding up my work and improving the quality of my work”

“The AI capabilities for generating reviews have greatly accelerated my work, and the support of many languages helped to effectively interact with international sources of information”

“AI made it possible to edit images quickly and efficiently. The functions of generating images and applying effects have significantly enriched the visual content of my materials, making them more attractive and informative.”

“AI tools allowed me to quickly create videos. Thanks to the ability to clone voices and create my own avatars, I was able to effectively communicate the results of my research to the audience.”

“The AI function of creating images on detailed requests helped me to visualise information and make materials more attractive to the audience.”

“AI tools allowed me to create realistic voiceovers for videos and podcasts, greatly improving the presentation of information.”

“AI tools, with their ability to use ready-made templates, have greatly simplified the process of presenting information and made media content more attractive to the audience of media consumers.”

“AI functions for converting video, audio and speech to text allowed me to achieve high efficiency in working on case studies.”

“AI-based video editors, with their real-time features, allowed me to quickly and easily create professional interactive videos to present my investigative journalism on social media.”

#### 4.4. Distribution of Digital Media Content

“AI tools allowed me to improve the effectiveness of online materials. With its content analysis and optimisation capabilities, AI has helped me create more relevant and competitive content.”

“AI has become useful for me in the process of analysing and optimising content on YouTube. Its powerful analytical functions have made the process of creating content attractive to media consumers much easier.”

“AI allowed me to improve the quality of live broadcasts. In addition, by supporting a variety of content, AI has enabled the creation of engaging and interactive materials that have significantly increased audience engagement and interest.”

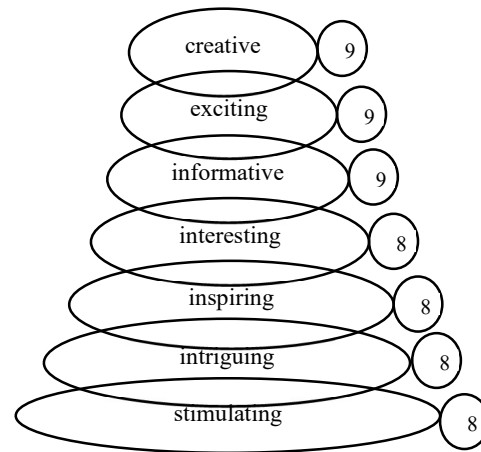
“With its social media audience analytics capabilities, AI has allowed me to more effectively adapt my strategies to the demands of my audience of media content consumers.”

“AI functions for planning and automating publications have greatly simplified the process of

*creating and distributing materials, which made it possible to focus on the creative aspects of research.”*

Upon completing the Artificial Intelligence and Interactive Media Communication course, students had the opportunity to assess their progress in acquiring interactive communication skills. The results of students' self-assessment of progress in acquiring these skills are presented in Appendix D, Table D.1. According to 95% of respondents, training on the course contributed to the maximum development of multimedia skills. A total of 91% of students reported making significant progress in research skills, while 87% indicated improvements in project management skills. In general, 85% of respondents noted the development of digital skills, 83% — operational skills, and 81% — analytical skills. In addition, 96% of surveyed students stated that they had made absolute progress in communication skills. Furthermore, 94% of students noted a significant development of creativity, 92% — the ability to work in a team, 80% — orderliness, 79% — flexibility and adaptability, and 92% — the ability to set priorities. These results emphasise the high efficiency of the course in building students' key competencies.

The participants of the additional group had the opportunity to actively interact with the authors of media content during the educational experiment. They could participate in discussions and forums on social networks, as well as participate in polls and votes related to the issue under research. The authors of interactive media content engaged participants in discussions with the help of interactive maps, graphs and timelines, which contributed to a deeper understanding of the material. In addition, the group of consumers of media content had the opportunity to attend online broadcasts and video conferences. Interaction with authors of media content on digital platforms was a positive experience for the participants of the additional group. The evaluation of the experience of interaction in the digital media space by the participants of the additional group is presented in Figure 2.



*Figure 2: Evaluation Of The Experience Of Interaction In The Digital Media Space By The Participants Of The Additional Group*

*Source: created by the author*

The survey results showed that interactive communication in the digital environment left a positive impression on the respondents. Content authors were able to inspire the audience, engage in interactive cooperation, arouse interest and admiration. Interactive content has become a valuable, intriguing, and stimulating source of new knowledge. The respondents rated their experience as creative (9.7 points), exciting (9.5 points), informative (9.3 points), interesting (8.9 points), inspiring (8.8 points), intriguing (8.5 points), stimulating (8.1 points). The survey results give grounds to claim that interactive content significantly increases the quality of digital communication, making it more exciting and informative for the audience. It not only provides a valuable exchange of knowledge, but also promotes active interaction, which in turn stimulates creativity, interests, and inspires users. This emphasises the importance of an interactive approach in creating content that meets the modern requirements and expectations of the audience.

## 5. DISCUSSION

The survey results showed that interactive communication in the digital environment left a positive impression on the respondents. The content authors were able to inspire the audience, engage in interactive cooperation, arouse interest, and admiration. Interactive content has become a valuable, intriguing and stimulating source of new knowledge. Respondents rated their experience as creative (9.7 points), exciting (9.5 points),

informative (9.3 points), interesting (8.9 points), inspiring (8.8 points), intriguing (8.5 points), stimulating (8.1 points). The survey results gives grounds to state that interactive content significantly increases the quality of digital communication, making it more exciting and informative for the audience. It provides a valuable exchange of knowledge and promotes active interaction, stimulating creativity, interests, and inspires users. This emphasises the importance of an interactive approach in creating content that meets the modern requirements and expectations of the audience.

This research showed that the AI use in media communication significantly transforms the approach to collecting, analysing, and distributing information. AI provides quick access to data from various sources, accelerating the research and material preparation process. Information verification capabilities make it possible to guarantee the authenticity of publications, which is especially important in the era of fake news. AI tools help to detect false statements and track their spread on social networks. Moreover, AI greatly simplifies the creation and editing of interactive content, improving the visual appeal of materials. The generation of audio and video with the help of AI enables delivering media content to the audience more effectively. Optimising content using AI analytics makes it more relevant and competitive. Automation of publications and scheduling facilitates more effective distribution of materials.

The results of this study are consistent with the findings of the study involving media industry representatives from the United States, the United Kingdom, and Germany, as well as international experts from industry, academia, technology, and policy sectors. It was proved that AI contributes to increasing the efficiency and productivity of the media business due to the possibilities of accelerated information search, idea generation, fact-checking, data analytics, audio and video transcription and translation, text editing, adaptation to Internet media formats, content tagging, audience analytics, and personalisation [39].

The results of this research demonstrated the benefits of AI in the process of distributing digital media content. AI is able to create relevant and competitive content through its content analysis and optimisation capabilities. Analytical functions greatly facilitate the process of creating materials that can attract the audience's attention. The results of the study [40] showed that immersive VR-based media consumption is able to provide a deeper emotional impact, as well as internalise information. Immersive media enables conveying content more excitingly in

terms of emotions and information. Therefore, it is important to understand the specifics of the consumer's response to media content transferred with the help of these new technologies and media formats, and realise the role of immersive media in more comprehensive and long-term social changes. The researchers [41] concluded that the expected indicators of consumer engagement, implemented gamification methods and interactive communication elements should be designed at the early stages of media content planning, allowing mediators to use gamification's emotional potential. The results of the study of interactive media communication [42], showed that the tools for implementing an interactive approach in the media segment are quite developed, but far from trivial to use. Effective implementation of the interactive communication approach requires resources, skills, and a responsible attitude toward ethical issues. The findings of the study presented in UNESCO's Handbook for Journalism Educators [43], reveal concerns about AI use in media content distribution. As AI can be used to create realistic stories that are not actually true, there are fears that this could lead to consumers of media content being misinformed. Another concern is the possibility of using AI to control publications. AI can be applied to identify and prioritise the most popular stories on social media. This can lead to a biased and one-sided presentation of news, negatively affecting the quality of information available to the audience. In our educational experiment, special attention was given to fostering a responsible and ethical attitude among students towards using AI in various forms of interactive communication. Emphasis was placed on the importance of using AI services to verify the authenticity of information during the development of interactive media content. The authors highlight the significance of training in developing ethical awareness, critical thinking, technological knowledge, and media literacy among future media professionals.

The results of our research have highlighted the advantages of using artificial intelligence technologies in developing interactive communication skills among students—future mediators. However, it is important to recognise that using AI in the media sphere comes with benefits and risks. The prospects for our future research involve examining the ethical issues surrounding the use of AI in interactive media communication, specifically: information distortion and loss of objectivity, generation of misleading information, copyright issues, and the decline in the quality of journalistic work due to automation. Addressing these issues will enable us to effectively harness the advantages of AI



without compromising the quality of media communication. Finding a balance between innovation and ethics is crucial to maximise the benefits of AI for society while minimising potential threats.

## 6. CONCLUSIONS

Integrating artificial intelligence into media communication radically transforms content creation and distribution approaches. AI creates new opportunities for interactive media communication in the digital environment. However, developing users' responsible attitude, critical thinking, and technological literacy requires a balanced pedagogical approach.

The authors presented the concept of developing students' interactive media communication skills, which was the basis for carrying out the educational experiment. The results of the educational experiment demonstrated the potential of AI tools to increase the effectiveness of implementing interactive forms of communication in the digital environment. Students noted that the use of AI technologies is most effective in such areas of media communication as: creation and editing of interactive media content (4.89 points), its distribution in the digital environment (4.76 points), fact-checking (4.27 points), data collection, and conducting case studies (4.03 points).

Implementing the concept of the development of interactive media communication allowed students to effectively integrate AI tools into their practical activities. Students noted that interaction with AI tools within the educational course contributed to developing key media competencies. According to 95% of respondents, studying on the course enabled developing multimedia skills to the maximum possible extent. A total of 91% of students felt they had made absolute progress in developing research skills, project management skills (87%), digital skills (85%), operational skills (83%) and analytical skills (81%). According to 96% of surveyed students, absolute progress was achieved in developing communication skills. In general, 94% of students noted absolute progress in the development of creativity, ability to work in a team (92%), orderliness (80%), flexibility and adaptability (79%), ability to set priorities (92%). So, implementing the concept of the development of interactive media communication not only increased the level of students' professional skills, but also contributed to the formation of comprehensively developed specialists ready for the challenges of the modern media space.

## 6.1. Research Limitations

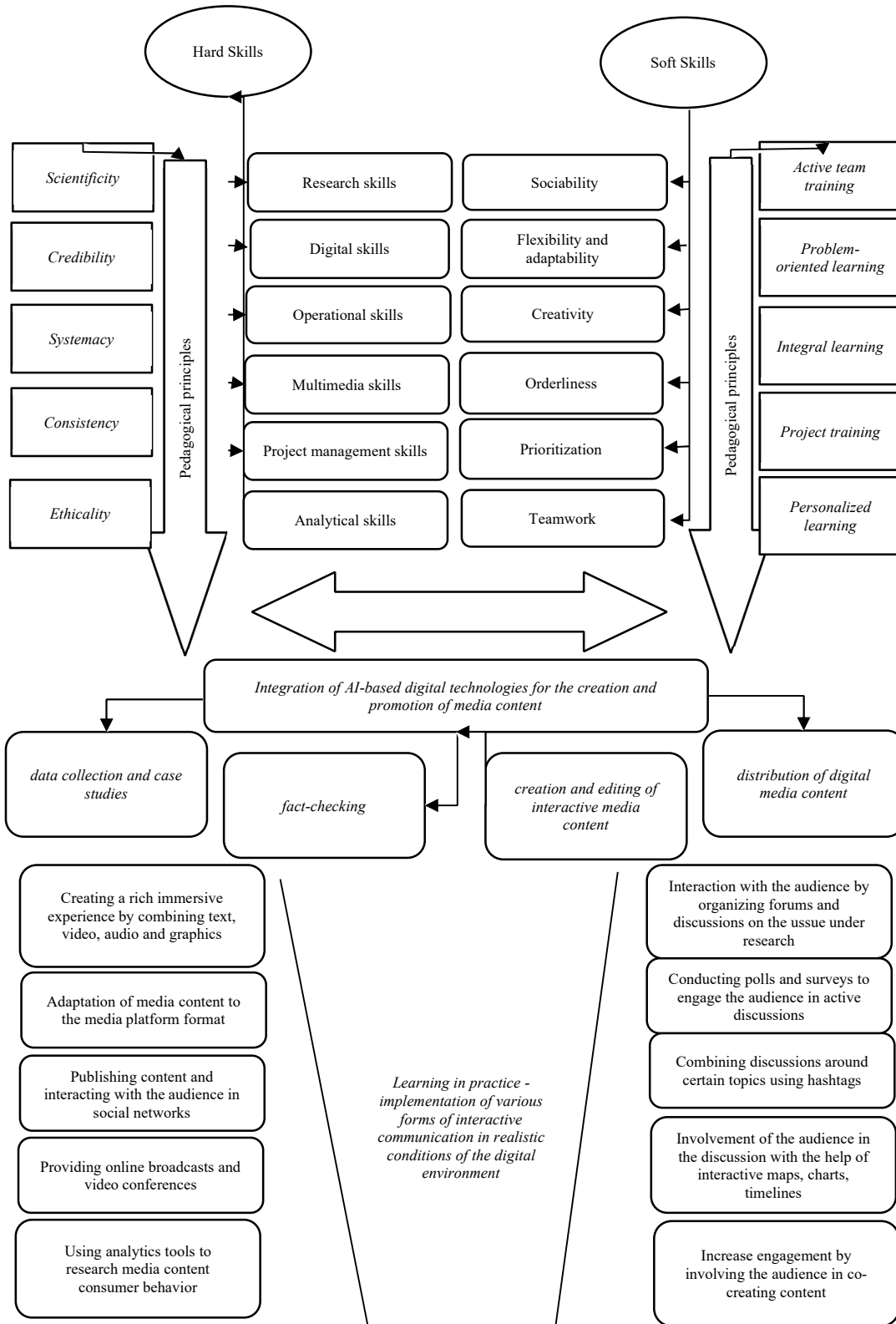
The study's main limitations are the narrow territorial framework of the educational experiment, which covered students of only one higher educational institution of Ukraine — Taras Shevchenko National University of Kyiv. Because of this, the obtained data are preliminary and superficial, they cannot be considered generalised. The study focuses on student feedback regarding AI use in their educational experience. The potential for AI to implement various forms of interactive communication has not been fully revealed. Further quantitative studies with a larger and more balanced sample are required, which is the prospect for our further research. Although the study results show certain trends regarding the effectiveness of using AI tools in interactive media communication, they are limited and require further study on a larger sample and using quantitative analysis methods.

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*Creation of an interactive game environment for the development of hard and soft skills of media communicators*

Figure A: The Concept Of Developing Students' Interactive Media Communication Skills Source: Developed By The Author

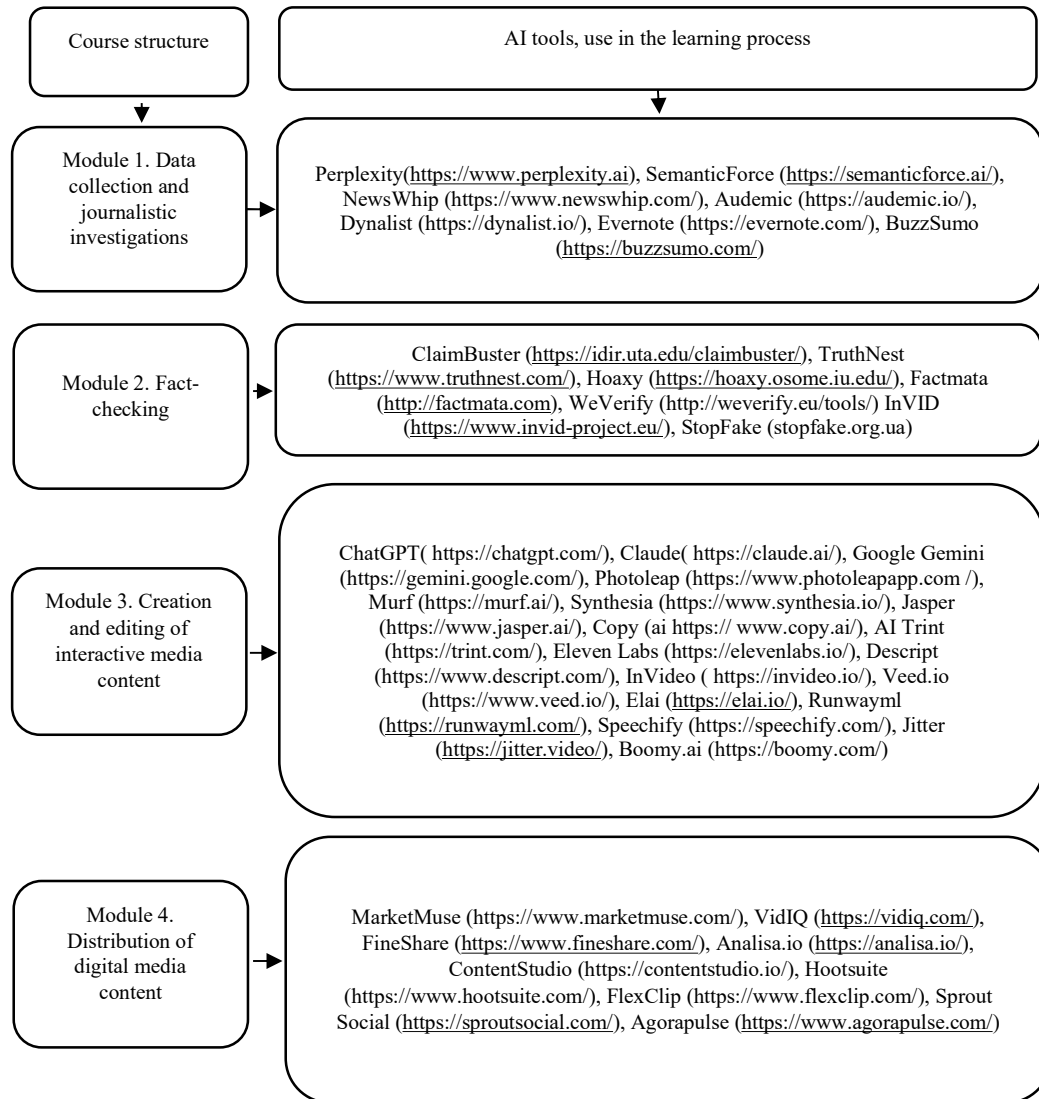


Figure B: Structure of the course Artificial Intelligence and Interactive Media Communication



Table C: Participants of the educational experiment

Number of participants	Major	Educational programme	Faculty/Institute
9	035.01 Philology (Ukrainian Language and Literature)	Ukrainian language and literature (for foreigners)	Educational Research Institute of Philology
17	035.041 Philology (German languages and literatures (including translation))	English language and literature	Educational Research Institute of Philology
19	054 Sociology	Sociology	Faculty of Sociology
7	061 Journalism	Journalism and social communication	Educational Research Institute of Journalism
9	292 International economic relations	International management and marketing	Educational Research Institute of International Relations
16	051 Economy	Economy and politics	Faculty of Economics
Total: 77			

Source: developed by the author

Table D: The results of students' self-assessment of progress in acquiring interactive communication skills during the course Artificial Intelligence and Interactive Media Communication

Interactive communication skills	Rating scale				
	1 low progress	2 little progress	3 noticeable progress	4 significant progress	5 absolute progress
Hard Skills					
research skills		1%	3%	5%	91%
digital skills			3%	12%	85%
operational skills	2%	3%	4%	8%	83%
multimedia skills			1%	4%	95%
project management skills	1%	2%	4%	6%	87%
analytical skills	2%	3%	6%	8%	81%
Soft Skills					
sociability				4%	96%
flexibility and adaptability	1%	4%	7%	9%	79%
creativity			1%	5%	94%
orderliness	2%	2%	6%	10%	80%
prioritisation	3%	4%	7%	8%	78%
teamwork			1%	7%	92%

Source: developed by the author