

*Yana Lukatska,*

*lecturer at Philology department of DSAEU*

## **PECULIARITIES OF TEACHING UKRAINIAN AS A FOREIGN LANGUAGE IN DSAEU**

**Problem statement.** The process of globalization of society is spreading from year to year and Ukraine is integrating intensively into the world community. As a result, more and more foreigners come to become students of Ukrainian higher education establishments. Quite a large percentage of foreign students after graduation a preparatory department continue education together with Ukrainian students in Ukrainian, a much smaller number study in English, but all foreign students learn Ukrainian as a foreign language.

**Recent research.** Peculiarities of teaching foreign students in higher education establishments are analysed in the works of many Ukrainian scholars who paid attention to various aspects of this issue, including problems of adaptation, development of cognitive activity of foreign students, communication features, overcoming cultural barriers and conflicts in intercultural communication. organization of the educational process of foreign students (I. Demchenko, I. Dyrda, Zh. Ragrina, L. Bereza, O. Korotun, L. Subota, D. Porokh, O. Rezvan, O. Palchikova).

Despite significant importance, the theory and practice of teaching Ukrainian as a foreign language has not acquired a proper basis, and teaching technologies are not developed sufficiently. Methods of teaching Ukrainian as a foreign language were considered in the works of L. Seliverstova, L. Palamar, A. Chystiakova, L. Vasylieva, D. Mazuryk, M. Movchan, O. Ivanyshyn, N. Stankevych, etc., adaptation of foreign students in the Ukrainian-speaking environment was studied by scientists T. Yefimova, Y. Zhluktenko, O. Biliaiev and others. Significant research in the field

of teaching Ukrainian as a foreign language can be found in the works of such scientists: T. Donchenko, J. Gladyr, I. Zhovtonizhko, T. Laguta, O. Trostynska and others. Work in this direction continues.

The methodology of teaching any foreign language has the following tasks: to teach language elements, language structure; to develop language and speech skills; to teach communicating foreign language in various fields; to form language personality. And this process begins with teaching phonetics. First, it is necessary to activate receptive phonetic competencies, and only then productive (i.e., first comprehension, then speech). If students learn to “hear” the language, they will not have problems with pronunciation [1]. At the same time, the lexical base is formed, grammatical norms of language are mastered, which is the basis for the development of speech and communication skills. Grammatical competence as a component of language one is a background for speech, because to understand what is heard, to speak and write correctly, i.e. for full communication, students need knowledge not only vocabulary but also grammar [2]. Moreover, the content of grammar teaching in terms of the formation of speech competence lies in the formation of grammatical skills [3, p.160].

According to O. Tsaryk, language learning should be based on the model of the natural process of communication, in particular on the activity approach and communicative method of teaching Ukrainian as a foreign language. The basis of the communicative method is the statement that language is studied for communication, so the main purpose of language learning should be communicative competence, which includes language competence as possession of language material in the form of speech; sociolinguistic competence as the ability to use language units in appropriate communication situations; discursive competence as the ability to understand and achieve coherence in understanding and reproducing one’s own statements; strategic competence as acquaintance with the socio-cultural context of language functioning, social competence as the ability and willingness to communicate [4, p.30].

**The purpose paper's aim** is to identify the main peculiarities of teaching Ukrainian as a foreign language in the Dnipro State Agrarian and Economic University and to consider how they influence the educational process.

**Research material.** Methods of teaching Ukrainian as a foreign language currently is at the stage of intensive development, as well as there are many problems in this issue for modern scientists, methodologists and teachers to be solved, so the topic is relevant.

The main problem faced by teachers of Ukrainian as a foreign language in DSAEU is the choice of textbooks that meet all their needs. Those textbooks that were published before 1991 have lost their relevance in the modern Ukrainian reality and do not meet the requirements of modern methods of teaching the language.

The modern textbook of the practical course of the Ukrainian language is an integral scientific and psychological-pedagogical work. This is dictated by the complexity and diversity of the all types of speech activities that have to be taught to very different categories of foreign students, and a number of specific factors. With the help of the textbook of the Ukrainian language practical course it is necessary to teach not only knowledge, but activities; complex, multicomponent foreign language speech activity which is realized in several types of speech activity (speaking, listening, reading, writing); empirical means (lexical, phonetic, grammatical) for providing this activity [5, p.38–39].

There are following textbooks which were analysed by us.

The textbook “Krok-1” (level A1-A2) (Lviv, 2010) by Olesia Palinska and Oksana Turkevych is designed to study the Ukrainian as a foreign language at the elementary and basic levels. It is a complex containing a book for a student, a grammar guide, a book for a teacher, a set of exercise cards, a disk with audio files. The main principle of the complex is the “immersion” of the student in the language environment, imitation of the language situations [6, p.3]. This complex is based on communicative principles, it reflects the life of modern Ukraine, contains a living, spoken language. In 2014, Olesya Palinska’s “Krok-2” complex was launched – a

continuation of the “Krok-1” educational complex. The textbook is intended for all those who study Ukrainian as a foreign language at the B1 level.

Maria Dzhura’s textbook “Vyvchaimo Ukrainsku movu (Let’s learn the Ukrainian language!)” (Lviv, 2007) was published at the International Institute of Education, Culture and Diaspora Relations of Lviv Polytechnic as a textbook of the Ukrainian language for representatives of the diaspora and all those who study Ukrainian as a foreign language. The advantage of this textbook is that the study of Ukrainian is based on English, which allows students who are just beginning to get acquainted with the language to work with it. It contains grammatical material with comments in English, significant lexical material, material for the development of communication skills, it is accompanied by a disk with audio files, which allows the development of vocabulary, dialogues, self-pronunciation training.

Textbook “Ukrainska mova dlia inozemtsiv (Ukrainian language for foreigners)” by L. Nazarevych, N. Gavdyda (Ternopil, 2017) is designed for students who previously studied at the preparatory department and have the basics of grammar and culture of Ukrainian language.

Textbook “Ukrainska mova dlia inozemnykh studentiv (Ukrainian language for foreign students)” by N. Lysenko, R. Kryvko, Ye. Svitlichna, T. Tsapko (Kiev, 2010) contains phonetic and lexical material, basics of grammar of the Ukrainian language, phrases and idioms, multilingual dictionary and is intended for the initial study of the Ukrainian language by foreign students. The main theoretical materials are given in Ukrainian, French and English, which facilitates work with the given textbook for different categories of students.

Complex “Rozmovliaimo ukrainskoiu (Let’s speak Ukrainian)” by H. Makarova, L. Palamar, N. Prysiazhniuk is aimed to develop vocabulary and speaking skills of the students, to master phrases and idioms, syntax construction of the spoken Ukrainian. The textbook combines commentaries both in Ukrainian and English so it is convenient for English-speaking foreign students.

Textbooks by Mariana Buriak “Yabluko” (Lviv, 2015) is multilevel educational and methodical complex for Ukrainian as a foreign language learning, it

pays attention to learning vocabulary, contains audio files, grammar guide, tables, but even the basic level is designed for students who have approached the A2 level, so is not suitable for those who only begin to master the language. Considering that all students of the DSAEU, who enter the educational programs of the university, graduate the preparatory department and have level A1 of the Ukrainian language, the teachers chose this educational complex as the main one for working with foreign students.

Also, almost every higher education establishment, where foreign students study, develops its own materials that would meet the needs of this particular university, specialties and areas of its training, categories of students who study there. And not always the materials or textbooks of one establishment are suitable for work in another. DSAEU has created a number of guidelines for foreign students for the main stage of study (first and second year) to study grammar, phonetics, vocabulary, as well as for the final stage of study (third and fourth year), where the specialty of each group is taken into account.

The combination of a basic textbook and methodological materials allows teachers to create a course that meets the recommendations of the Ministry of Education and is based on a typical academic programme of the Ukrainian language for foreign students of non-philological profile for universities in Ukraine. According to this program, the fundamental is the system-communicative principle of presentation the material and communicative-activity approach, they allow to conduct communication through the use of language samples that implement the acquired language material in speech activity. In addition, the general methodological principles of gradual presentation of the material, increasing complexity, consciousness of learning, gradual systematization of the studied material should be used. It is also advisable to take into account genre and style differentiation in the teaching of certain types of speech activity. The course of study of the discipline is divided into two stages. The main stage of study (I–II years) is a period in the educational process during which foreign students acquire and improve all the skills and abilities they need in the educational and socio-cultural spheres. At the same time, during the first year students acquire the skills and abilities they need to read

special literature in the field of study, listen to lectures, skills of reproductive and productive speech in oral and written forms. During the second year, more advanced skills and abilities in mastering all types of speech activity are formed. The final stage of study (III–IV years) is a period in the educational process when foreign students acquire and improve all skills and abilities. During the third year students form and develop skills and abilities in reproductive and productive types of speech activity necessary for reading and processing scientific texts, preparing materials for reports, discussing educational-professional, socio-political and socio-cultural topics; skills of creating texts of the formal sphere of education are formed; during the fourth year the acquired skills and abilities in all types of speech activity, necessary for preparation of the bachelor's thesis defence, are improved. All material in the program is selected taking into account the goals and objectives defined by the communicative and cognitive needs of students of higher educational establishments. The program is designed for 720 educational hours allocated to the course in accordance with the curriculum of the Ministry of Education and Science of Ukraine (Order № 260 of 04.04.2006) [7]. On the basis of this program all the above-mentioned textbooks, materials, methodical recommendations were concluded, the teaching of a course of the Ukrainian language as a foreign language is based on it, irrespective of a specialty of students and hours in the curriculum.

Another aspect which should be under attention of teachers of Ukrainian as a foreign language is the motivation of students to study the Ukrainian language in the conditions of bilingualism that have developed in some regions of Ukraine.

In the eastern, central, and southern regions of Ukraine about half of the citizens are Russian-speaking, which has a significant impact on the educational process. Foreigners who hear mostly Russian when communicating outside the classroom lose the need to learn Ukrainian. Also we should take into account the category of students studying the course. If foreign students study Ukrainian at the preparatory department in order to further master professional subjects in Ukrainian together with other Ukrainian students, the issue of motivation does not arise because foreigners understand the need to study the subject as soon as possible and

thoroughly. If foreign students study professional subjects in English, and Ukrainian is only an additional subject in the curriculum, the inability to practice the language in everyday communication reduces motivation. In this case, teachers need to make extra efforts to interest students, because the lack of motivation has a negative impact on the quality of the educational process. Foreign students should be interested and encouraged to learn the language through cultural aspects that should be introduced into the lexical and grammatical context of language learning: interesting facts about Ukraine, stories about world-famous Ukrainian contemporaries, recipes of Ukrainian cuisine, modern Ukrainian songs, prominent places – everything that surrounds foreigners living in Ukraine. Having interested students in such aspects, it will be much easier to teach them vocabulary, grammar, develop communication skills, because interest in certain facts will encourage to deepen knowledge of the language as part of the culture of the country [8, p.215]. In any case, Russian as an intermediary language should be avoided, even if the foreign student has a basic level of Russian and this can facilitate the learning process. The first lessons should be based on the native language of foreign students, and after some time, when students have mastered the basics of phonetics, the minimum amount of vocabulary and grammar, to make Ukrainian the only language for communication in class.

Also significant aspect in motivating foreign students to study the Ukrainian language is the teacher's attitude to the subject; if the teacher is devoted to his work, loves sincerely the subject he teaches, is interested in new areas of study, in particular he speaks Ukrainian outside the classroom, it affects students' attitudes the subject. In view of this, the teacher should realize the responsibility for teaching foreigners, to show their love for the Ukrainian word. Artificiality in teaching will not give a positive result. The atmosphere of Ukrainian spirituality and sincerity created to meet the need to learn a language must be far more important than the advantage of Russian speech outside the university. Students will study more effectively if they feel a strong patriotic position of the teacher, if they understand that learning the language of the country in which they study – is a worthy cause [9, p.17].

It is important to motivate foreign students to study the Ukrainian language by involving them in extracurricular educational activities together with Ukrainian students. In DSAEU foreign students participate in educational classes dedicated to national and state holidays, outstanding Ukrainians, significant events in the history of Ukraine. They visit museums, theatres, exhibitions, study the history of Dnipropetrovsk region, take part in concerts and student clubs.

Important in teaching Ukrainian as a foreign language is the issue of adaptation of foreign students to the conditions of Ukrainian life, society, people. The difficulties in adaptation of foreign students are interdependent and are represented in psychological barrier, which is associated with personal, emotional, intellectual and physical stress. With adaptation problems, the quality of teaching not only the Ukrainian language, but also all subjects, can deteriorate significantly. To facilitate the adaptation of foreigners, language teachers should work closely with student curators, it is important to take into account their national and cultural characteristics to promote intercultural communication. Intercultural communication is the exchange of information, experience, spiritual values, relationships between representatives of different cultures; cultural level, education, understanding and ability to adhere to universal ethical norms significantly affect communication and determine its course [10, p.140]. The level of international communication skills for a teacher working with foreign students is very important for providing a productive educational process. Teachers need to consider the educational aspects of foreign students to accelerate adaptation to the peculiarities of the educational process in Ukraine; it is necessary to provide the educational process with a variety of modern methods, interactive and multimedia learning tools to make learning not only productive but also interesting.

**Conclusions and propositions.** Thus, considering the fact that the methodology of teaching Ukrainian as a foreign language is an emerging field of science, teachers should take into account a number of peculiarities, such as difficulties in choosing textbooks and materials, motivation foreign students to study the Ukrainian language in the conditions of bilingualism in the certain regions of

Ukraine, adaptation of foreign students to life and study in a foreign country. These problems should be solved by teachers, methodologists, scientists with the assistance of the Ministry of Education and Science of Ukraine. Among the textbooks, that exist today, teachers should choose the one that meets the needs of students of a particular university, it is necessary to create methodological materials, recommendations for each specialty, depending on the direction of the establishment, because despite the universality of general literature only the teacher understands the needs of his students. It is important to motivate foreign students to study the Ukrainian language through cultural aspects, to avoid Russian as a mediating language in communication with students, even if they understand it well. It is necessary to pay attention to the process of adaptation of foreign students to life and study in Ukraine, because it is extremely important for a quality educational process. Teachers of Ukrainian as a foreign language need to constantly improve their skills, enrich their knowledge of teaching methods of their subject, learn the features of intercultural communication, and, no less important than all theoretical knowledge and practical skills, love their subject, because only then they will be able to interest, motivate, support students.

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