

THE PROBLEMS OF TEACHING IN THE COURSE «UKRAINIAN AS A FOREIGN LANGUAGE» FOR STUDENTS OF MEDICAL SPECIALTIES

ПРОБЛЕМИ ВИКЛАДАННЯ ДИСЦИПЛІНИ «УКРАЇНСЬКА МОВА ЯК ІНОЗЕМНА» ДЛЯ СТУДЕНТІВ МЕДИЧНИХ СПЕЦІАЛЬНОСТЕЙ

The article analyzes linguistic and non-linguistic problems that arise during the teaching of the academic discipline «Ukrainian as a foreign language» in medical establishments of higher education. The opinions of scientists in researches and publications devoted to the mentioned problems and their connection with important scientific and practical tasks are represented. The problem of developing reading skills, the problem of mastering orthoepic rules, the problem of mastering vocabulary, the problem of understanding Ukrainian text, the problem of building phrases and sentences, the student's ability to ask questions, the problem of spelling, the problem of learning to speak, the problem of the language barrier, the problem of visual representation and learning in monolingual or bilingual groups are considered in detail. Algorithms for solving and practical recommendations for overcoming each problem of teaching Ukrainian as a foreign language which are based on the four main types of speech activity (listening, speaking, reading, writing) are proposed.

For the correction of language problems, an end-to-end comprehensive approach is scientifically argued based on the following algorithm of actions: 1) explanation of new educational material, in particular lexical and grammatical, providing clear instructions for memorizing it; 2) automation of skills, which consists in performing the same type of tasks in relation to the teacher's set goal for a specific stage; 3) formation of skills in various types of language activity, which involves the use of learned phrases and language structures outside the classroom. The prospects for further research are formulated, which consist in the creation of educational materials on the Ukrainian as a foreign language based on the communicative-grammatical approach, in the improvement of methods and approaches to teaching the academic discipline in medical establishments of higher education, and in the situational organization of the student's communicative interaction in a foreign language environment.

Key words: *linguistic and non-linguistic problems of teaching, Ukrainian as a foreign language, communicative-grammatical approach, language activity.*

У статті проаналізовано мовні та немовні проблеми, які виникають під час викладання навчальної дисципліни «Українська мова як іноземна» у медичних закладах вищої освіти. Репрезентовано думки науковців у дослідженнях і публікаціях, присвячених зазначеній проблематиці, та їхній зв'язок із важливими науковими та практичними завданнями. Детально розглянуто проблему формування навичок читання, проблему опанування орфоепічних правил, проблему оволодіння лексику, проблему розуміння українського тексту, проблему побудови словосполучень і речень, уміння студентом ставити запитання, проблему орфографії, проблему навчання говоріння, проблему мовного бар'єру, проблему наочного зображення та навчання у монолінгвальних чи білінгвальних групах. До кожної проблеми викладання української мови як іноземної запропоновано алгоритми вирішення і практичні рекомендації подолання на основі чотирьох основних видів мовленнєвої діяльності (слухання, говоріння, читання, письмо).

Для корекції мовних проблем науково аргументовано наскрізний комплексний підхід на основі такого алгоритму дії: 1) пояснення нового навчального матеріалу, зокрема лексичного та граматичного, наведення чіткої інструкції щодо його запам'ятовування; 2) автоматизація навичок, що полягає у виконанні однотипних завдань щодо поставленої цілі викладача для конкретного етапу; 3) формування вмінь у різних видах мовної діяльності, яке передбачає використання вивчених фраз, мовних конструкцій поза навчальною аудиторією. Сформульовано перспективи подальших досліджень, які полягають у створенні навчальних матеріалів з української мови як іноземної на основі комунікативно-граматичного підходу, в удосконаленні методів та підходів до викладання навчальної дисципліни у медичних закладах вищої освіти та в ситуативній організації комунікативної взаємодії студента в чужому мовному середовищі.

Ключові слова: *мовні та немовні проблеми викладання, українська мова як іноземна, комунікативно-граматичний підхід, мовна діяльність.*

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Problem statement. The study of the Ukrainian as a foreign language in medical institutions of higher education has already been established, and this process even has its own developments and achievements. Constant updating and improvement of methodological developments for students and teachers, systematic publication of training manuals and didactic materials, making up of creative tasks, multimedia presentations and video files for learning the Ukrainian language are the guarantee of significant scientific achievements in this area, which confirm the formation of metalanguage, a new direction of Ukrainian linguistic didactics.

It is worth noting that scientific opinion has established four main approaches to studying the Ukrainian as a foreign language: communicative, grammatical, communicative-grammatical and grammatical-communicative. In our opinion, it is wrong to consider only one of them as the most effective, because individual perception proves that it is worth taking into account age, social status, purpose of study, inclination to learn foreign languages, communication environment, place of residence, etc. Taking into account the many years of experience in teaching Ukrainian as a foreign language, in medical establishments of higher

education the communicative-grammatical approach is the most justified, which allows a medical student to immediately understand individual lexemes and word combinations and at the same time correctly construct sentences and questions, use the correct case endings and verb forms. However, at the same time, there have been recording the problems that arise during the teaching of the Ukrainian as a foreign language, the study and solution of which is an urgent issue today.

Analysis of recent research and publications.

Among linguists, we increasingly observe interest in the problems of teaching Ukrainian as a foreign language. It is worth noting that scientists are investigating more general issues – problems of learning the Ukrainian language by foreign students (V. Ya. Kliuchnyk [3], H. Yu. Shelest [5]), problems of teaching Ukrainian as a foreign language (O. O. Lytvynenko [4]), peculiarities of the professional training of a doctor (O. S. Isaieva [1]). Among narrower questions, the study of the formation of reading skills and comprehension of Ukrainian-language text among foreign students is relevant (S. D. Karpenko [2]).

O. O. Lytvynenko notes: «Teaching the Ukrainian language for foreign students requires solving a whole set of issues regarding the peculiarities of the formation of language competence in future specialists. Mandatory for motivation is the student's personal interest in learning the Ukrainian language» [4, p. 60]. Based on this thesis, there is a lack of scientific studies devoted to the problems of teaching the Ukrainian as a foreign language to a motivated medical student.

The purpose of our research is to consider the problems that arise during the teaching of the Ukrainian as a foreign language in medical establishments of higher education, and to propose ways to solve them.

Presenting the main material. An interest in learning Ukrainian as a foreign language is growing every year. In view of the Russian-Ukrainian war, such a trend is especially visible in the world now. However, the representation of the peculiarities of studying the Ukrainian language in higher education through the prism of the problems that arise and the teacher's steps, how to overcome them and thereby increase the student's motivation and understanding of the need to do this, is indisputable. Today, many students come to Ukraine to study, in particular from India, Africa, the Middle East countries, Latin America, less often from Europe and the USA. With this in mind, a summary of scientific observations on the above-mentioned issue is presented.

1. In our opinion, **the problem of formation of reading skills** should be singled out first. S. D. Karpenko emphasizes: «Reading is a receptive type of speech activity with perception and understanding of written text. Visual perception of

the text requires experience, which consists both in the external recognition of signs and in the internal, semantic load of words, phrases and sentences. The final stage is a symbolic understanding of the entire text and the author's thought. This process becomes more complicated when the text of a foreign language is in front of us» [2, p. 27]. Note that a motivated student with the help of a teacher will read in Ukrainian after two hours of study, but this process is not always easy, so you should follow the algorithm of certain rules: – learn the Ukrainian alphabet; – read open syllables; – read open syllables with coincidences of two consonant sounds; – read closed syllables; – read words with «Ь» and «ЬО»; – read words with «ДЖ» and «ДЗ»; – read words with «Я», «Ю», «Є», «І» in different positions of the word. Such a sequence of training exercises will allow you to form the skill of reading correctly, but to improve it, you need daily training.

2. In parallel with the problem of forming reading skills, there is **the problem of mastering orthoepic rules**. As V. Ya. Klyuchnyk notes, Ukrainian phonetics is difficult for most foreigners. This especially applies to vowel sounds and letters due to the similarity in appearance to the letters of the English and French alphabets. A separate problem is the process of learning certain sounds of the Ukrainian language, such as «З» and «Ж» and the sound combinations «ДЗ» and «ДЖ», as well as the pronunciation of the letter «Р» [3, p. 155]. Indeed, depending on the nationality, there may be problems with the pronunciation of certain Ukrainian sounds. For example, it is more difficult for students from India to pronounce whistling sounds [з], [ч], [ц], [дз] and the guttural sound [ж], students from Arab countries have difficulties with the sound [р], students from Morocco and Ecuador often make mistakes in accentuation of words, since in the Ukrainian language the accent is free and mobile, students from African countries make mistakes in the pronunciation of hard and soft sounds, in particular soft [л']. Of course, such problems arise due to the peculiarities of the human articulatory apparatus in relation to a certain region of the world, but systematic training will help to overcome such problems of pronouncing Ukrainian sounds. In addition, the teacher must pronounce specific sounds clearly and slowly, a good practice for students is to repeat complex sounds at least three times, an important stage is the introduction of such sounds into syllables and words, the teacher must pay attention to individual work and work in pairs to correct orthoepic skills. We suggest the order of the teacher's work with students in the pronunciation of the most difficult sounds: – pronunciation of hard consonant sounds; – the pronunciation of soft and softened consonant sounds with the letter «Ь»; – pronunciation of hissing [ж], [ч], [ц], [дж] and whistling consonant sounds [з], [ч], [ц], [дз]; – pronunciation of the sound [шch] (letter «ц»); – pronunciation of the

sound [p]; – pronunciation of sounds [r] and [z]; – pronunciation of words with the letters «Я», «Ю», «Є», which can denote one or two sounds; – pronunciation of words with «-ться», «-шся» and doubling or lengthening of letters; – pronunciation of paronyms and words with variable stress.

3. In addition, it is worth considering **the problem of vocabulary acquisition**. Of course, in order to communicate in Ukrainian as a foreign language, one should know the lexical minimum of this language. H. Yu. Shelest understands the lexical minimum as the minimum «number of words that allows you to use language as a practical means of communication» [5, p. 53]. According to scientists, the active vocabulary of an adult is on average 5000–6000 words. This number can increase to 8000–10000, who read a lot or have a philological education. Of course, there are Ukrainian wordsmiths who have 12000–15000 words in their active dictionary. Determining the lexical minimum of a foreigner, «who studies a language for six years outside the language environment is usually called 3000 words» [5, p. 53]. Medical students can speed up the process of learning Ukrainian as a foreign language only because they live in a language environment and after two years of study they already communicate on topics relevant to them at a sufficient level. We offer to act according to the following principle for beginners: – study vocabulary on topics that are most necessary for communication, for example, «Food products», «Transport», «Family», «University», «Days of the week, months and seasons», «City», «My future profession», «Recreation», etc.; – immediately learn phrases, such as: «*артеріальний тиск*», «*кровоносна судина*», etc.; – record and remember the most used words that the student hears every day; – make stickers with inscriptions on household items at home and study them; – learn words according to the «noun (pronoun)–adjective–verb» algorithm.

4. At the same time, **the problem of understanding the Ukrainian-language text**, which is closely related to the problem of mastering vocabulary, should be solved. When foreign students often read a text, they do not understand it, that is why it is so important to practice understanding the Ukrainian-language text by topic: learn words and phrases according to the topic, read the text or dialogue according to this theme, formulate questions for the student according to the information read, and finally ask the student to do listening to the studied topic to check your level of understanding of the Ukrainian-language text.

5. **The problem of making phrases and sentences** correctly is quite relevant. Of course, the grammar of the Ukrainian language is quite complex, but it is worth studying it according to the levels of complexity and in parallel with the study of vocabulary. We suggest the following algorithm for learning grammar at a sufficient level: noun gender,

noun number, personal and possessive pronouns, adjective gender, verb, imperfect and perfect verbs, present, past and future tenses, declension of nouns, degrees of comparison of adjectives, declension of adjectives, pronouns and their conjugation, cardinal and ordinal numerals, adverb, official parts of speech. It is worth noting that the material should be presented in parts, exceptions and complex cases should be avoided at first, and only later should they be explained. This will help a foreigner systematically make up from the simplest phrases and sentences to more complex ones.

6. A student's **ability to ask questions** should be highlighted as part of the grammatical aspect of teaching. This type of work is difficult, because it requires a good understanding of the Ukrainian-language text, mastery of the grammar of the Ukrainian language at least at a sufficient level. First, the teacher should offer the student to learn question words (*хто? що? як? який? чий? де? коли? звідки? куди? скільки?* etc.), then the correct order of interrogative sentences, practice first asking questions of the same type, then complicating them with secondary one sentence members.

7. **The problem of spelling** arises, first of all, because higher education does not often practice dictionary dictation and work at the blackboard. It is important for the teacher to check the assimilation of spelling skills in relation to new lexical material for the topic every time. The work of writing dictations will be useful to solve this problem.

8. **The problem of learning** to speak is based on mastering all norms of the literary language: orthoepic, accentuate, lexical, grammatical, stylistic, orthographic and punctuation. Indeed, the teacher can teach how to make up a sentence, a coherent text, but he cannot make it present to the public, and this type of work is extremely important for learning to speak a foreign language. H. Yu. Shelest emphasizes: «Situational organization of educational material pushes the student to demonstrate communicative activity, stimulates independent speech activity. The teacher's task is to look for ways to involve the student in communicative interaction, to find such ways and techniques to force a conversation» [5, p. 54].

9. In a foreign language environment, **the problem of the language barrier** is relevant, because, as V. Ya. Kliuchnyk notes, «in order to acquire professional skills, a foreign student must fully enter a completely foreign communicative and cultural environment, therefore master a foreign language needed not only for studying, but also for living in another country» [3, p. 156]. To solve this problem, the most effective method is teaching only in the Ukrainian language, because «it requires more concentration from students, gives an opportunity to perceive the language by ear and gives a better effect» [4, p. 60]. In this way, the student will gradually

adapt to a foreign language environment and will not be afraid to speak Ukrainian as a foreign language on a daily basis.

10. High-quality teaching of the Ukrainian language as a foreign language should be accompanied by appropriate technical support: multimedia board, computers, video projectors and other technical equipment for visual demonstration. In fact, it is not always possible for teachers to use it, so **the unspoken problem of visual representation** is relevant.

11. **The problem of learning in mono- and bilingual groups** [4] is that students learn better when there is no common native language in the group, which is the key to the successful formation of language competence of future specialists, so it is worth forming international groups.

It should be noted that to solve language problems, we offer a comprehensive approach based on the following algorithm of actions: 1) explanation of new educational material, in particular lexical and grammatical, providing clear instructions for memorizing it. For this, the teacher should use the English language, it will simplify and speed up the process of understanding; 2) the automation of skills consists in performing the same type of tasks in relation to the goal set by the teacher for the stage when the student gives an answer to the corresponding task without thinking; 3) the formation of skills in various types of language activities involves the use of learned phrases and language structures outside the classroom: on the street, in a store, at home, etc.

Conclusions. Thus, on the basis of conducting numerous practical classes on the Ukrainian as a foreign language, the problems and ways to solve them that arise during teaching in medical establishments of higher education are considered, such as: the problem of forming reading skills, the problem of mastering orthoepic rules, the problem of mastering vocabulary, the problem of understanding the Ukrainian text, the problem of making phrases and

sentences, the student's ability to ask questions, the problem of spelling, the problem of learning to speak, the problem of the language barrier. The problem of visual representation and learning in mono- or bilingual groups belongs to non-linguists.

The prospects for further research consist in the creation of educational materials on the Ukrainian as a foreign language based on the communicative-grammatical approach, in the improvement of methods and approaches to teaching the academic discipline in medical institutions of higher education, and in the situational organization of a student's communicative interaction in a foreign language environment.

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