

CHALLENGES AND PERSPECTIVES OF STUDYING THE UKRAINIAN LANGUAGE AS FOREIGN STUDENTS OF 1–2 COURSES WITH AN ENGLISH FORM OF TEACHING

ВИКЛИКИ ТА ПЕРСПЕКТИВИ ВИВЧЕННЯ УКРАЇНСЬКОЇ МОВИ ЯК ІНОЗЕМНОЇ СТУДЕНТАМИ 1–2 КУРСІВ З АНГЛОМОВНОЮ ФОРМОЮ НАВЧАННЯ

The article examines important methodological approaches in the process of learning the Ukrainian language as a foreign language with students of 1–2 years of technical universities with an English-language form of education. The view is focused on the fact that one of the new trends was the opening of an experimental course – teaching foreign students in a technical university in English and studying Ukrainian at the initial elementary level (A1). Attention is focused on the fact that the study of the Ukrainian language begins, in fact, with the alphabet, and a successfully learned alphabet allows you to quickly find your way in dictionaries and indexes, which are built according to the alphabetic principle, will develop correct articulation, and mastering grammar will complement the formation of a knowledgeable personality. In order to facilitate the initial process, many methodological developments were developed, which became the basis for writing the manual: «Phonetic-grammatical practice: a manual on Ukrainian as a foreign language for foreign students», the purpose of which is to lay the foundations of Ukrainian pronunciation and ensure the possibility of faster vocabulary formation – grammatical skills. The article covers basic information about the phonetic system, grammatical structure and lexical structure of the Ukrainian language for foreign beginner students who study the Ukrainian language at the initial stage of the elementary level (A1). The focus is on the search for the most diverse methods of presentation and presentation of language material, which is an important and necessary stage for better communication, understanding and mastery of the language in general. The phonetic-grammatical workshop is intended for work in international groups with different levels of training. In this regard, the selection of phonetic material and its introduction are made based on the phonetic system of the Ukrainian language with the necessary consideration of the difficulties of the main contingents of foreign students. Thus, the manual presents both general exercises for everyone and exercises for a certain contingent of students. Various language units are offered for active learning: sentences, microtexts and dialogues. Vocabulary in dictionaries is redundant (intended for passive learning), the final selection of active vocabulary is up to the teacher.

Key words: methodological approaches, Ukrainian as a foreign language, phonetic and grammar workshop, elementary level, communicative competence.

У статті розглянуто важливі методологічні підходи у процесі вивчення української мови як іноземної зі студентами 1–2 курсів технічних вишів з англomовною формою навчання. Скеровано погляд на те, що одним із нових віянь, стало відкриття експериментального курсу – навчання іноземних студентів у технічному виші англійською мовою і вивчення української на початковому елементарному рівні (A1). Зосереджено увагу на те, що вивчення української мови починається, власне, з абетки, а успішно вивченій алфавіт дозволяє швидко орієнтуватися у словниках та вказівниках, які будуються за алфавітним принципом, виробить правильну артикуляцію, а засвоєння граматики доповнить формування об'язної особистості. Щоб полегшити початковий процес, було напрацьовано безліч методичних розробок, які стали основою для написання посібника: «Фонетико-граматичний практикум: посібник з української мови як іноземної для студентів-чужоземців», мета якого – закласти основи української вимови та забезпечити можливість більш швидкого формування лексико-граматичних навичок. У статті висвітлено основні відомості про фонетичну систему, граматичну будову і лексичний склад української мови для іноземних студентів-початківців, які вивчають українську мову на початковому елементарному рівні (A1). Скеровано погляд на пошук найрізноманітніших методів викладу і подачі мовного матеріалу, що є важливим і необхідним етапом для кращого спілкування, розуміння і володіння мовою загалом. Фонетико-граматичний практикум призначений для роботи в інтернаціональних групах з різним рівнем підготовки. У зв'язку з цим відбір фонетичного матеріалу і його введення виробляються, виходячи з фонетичної системи української мови з необхідним урахуванням труднощів основних контингентів іноземних студентів. Таким чином, в посібнику представлені вправи як загальні для всіх, так і вправи для певного контингенту студентів. Для активного засвоєння пропонуються різні мовні одиниці: речення, мікротексти і діалоги. Лексика в словниках надлишкова (призначена для пасивного засвоєння), остаточний відбір активної лексики залишається за викладачем.

Ключові слова: методологічні підходи, українська мова як іноземна, фонетико-граматичний практикум, елементарний рівень, комунікативна компетенція.

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Formulation of the problem in general. The modern needs of studying the Ukrainian language as a foreign language in technical universities emphasize, first of all, the preservation of the Ukrainian language, the qualitative development of the Ukrainian

language space, and the search for new and diverse methods of presentation and presentation of language material to foreign students.

Language is an inexhaustible source of information about the history, customs, traditions of material

culture and spiritual life of a nation. A student's knowledge of a language as a phenomenon of national culture contributes to the formation of sociolinguistic competence – the ability to use language forms appropriate in a certain sociolinguistic context, respectively, provides the opportunity for adequate interaction and mutual understanding of people in the conditions of a foreign culture [5, p. 253].

Let us emphasize that knowledge of the language and its culture is transmitted through sound and sound design. Therefore, the correct process of its assimilation is important. Learning the Ukrainian language actually begins with the alphabet. A successfully learned alphabet allows you to quickly navigate dictionaries and indexes that are built according to the alphabetic principle, develop correct articulation, and learning grammar will complement the formation of a knowledgeable personality [4, p. 126].

Analysis of recent research and publications.

Special research has proven that the study of phonetics, grammar and vocabulary in Ukrainian language classes in a foreign-language audience is a fairly widespread and often researched issue. This can be seen in the articles of specialists I. Kozelko, T. Donchenko, O. Kachala, D. Mazurik, E. Tymchenko, N. Totska [2, 3, 4, 6, 7, 8]. No matter how difficult the process of learning a language is, the highest level of success that both a foreign student and a teacher must achieve is communication, that is, the ability to communicate not only in the classroom, but also outside of it [4, p. 127].

We believe that the most effective ways of acquiring the pronunciation skills of reproducing and memorizing sounds are exercises that offer the assimilation of acoustic-articulation pairs of sounds, where the main means is observation, which allows the student to adapt to articulation that is not his native language. The researcher O. Kachala wrote that the phonetic background of the native language is so strong that the acoustic images of foreign words are perceived distorted; there is no adequate representation of the sounds of a foreign language [3, p. 98].

And according to N. Totska, language is not possible without its language signs, which are perceived by the organs of hearing and serve as material for creating basic units – words and sentences [8, p. 4].

The most effective method in learning phonetics is sound repetition, which not only contributes to good memorization, but also leads to the automation of what is learned [4, p. 127].

Highlighting previously unresolved parts of the overall problem. Several questions remain important and unexplored, which can be traced in the process of teaching and presenting Ukrainian phonetics and grammar in a foreign language audience: 1. How to present the material for foreign students, if they have different levels of training? 2. How to organize, interest and motivate students to learn the Ukrainian

language at a technical university, if English is the main language of instruction? 3. What educational material should be given to students for effective and quick language learning? And these are not all the questions that arise in the process of studying the main material. However, it was they who directed us to create the educational complex «Phonetic-grammatical workshop: a guide to Ukrainian as a foreign language for foreign students of 1–2 years», which will help unite students and direct their studies in the right direction.

The purpose of the article – to show the most accessible way to transfer elementary knowledge of phonetics and grammar to foreign students and how to help them learn the phonetic system of the Ukrainian language. Explore the possibilities of using the phonetic-grammatical workshop: a guide to Ukrainian as a foreign language for students and lay the foundations of Ukrainian pronunciation. To ensure the possibility of faster formation of lexical and grammatical skills in the process of teaching the Ukrainian language to foreign students of technical specialties; show a system of possible methodological techniques and materials aimed at familiarizing phonetics, grammar and vocabulary; to indicate ways of implementing communicative and functional-stylistic approaches in the formation of language, speech and communicative competences in Ukrainian language classes in a foreign-language audience.

Presentation of the main research material.

In connection with the new trends of time and modernization of education, we see activity in the educational process, a desire for the new and unknown. Both the student and the teacher of the L'viv Polytechnic National University must quickly respond to changes and needs in education and teaching. The creation of new courses, specialties, and the discovery of new developments require new knowledge and opportunities that require the understanding of other languages. One of these new trends was the opening of an experimental course – teaching foreign students in a technical university in English and studying Ukrainian at the initial elementary level (A1). The main problem faced by the teachers is not the students' desire to learn the Ukrainian language, in general. In addition, the students who came to study at the university did not have an adequate level of training in the English language, which, again, caused a number of inconveniences. But the most difficult thing to accept is that most foreigners have not passed the exams at all after finishing school and do not have the right to enter any of the colleges or universities in their country. Therefore, it is very difficult to work with such students. To facilitate the initial process, many methodological developments were developed, which became the basis for writing the manual: «Phonetic-grammatical practice: a manual on Ukrainian as a

foreign language for foreign students». By compiling this guide to the study of phonetics, we aim to convey to a foreign-speaking audience basic information about the phonetic system, grammatical structure and lexical structure of the Ukrainian language, to help students master its literary norms. Studying the sounds and letters of the Ukrainian language in classes for foreign students is an important and necessary stage for better communication, understanding and command of the language in general. The study guide on the Ukrainian language is intended for learning the Ukrainian language at the primary level (according to the All-European recommendations on language education – level A1): A1 – elementary level. It certifies a partial familiarization with the structure and system of the Ukrainian language and the possibility of simple, short and thematically limited communication in predicted everyday situations [6, p. 30].

The phonetic course was created in accordance with the needs of first- and second-year students of technical specialties of NU LP with an English-language form of education, and is also intended for foreign students-beginners who study the Ukrainian language at the initial stage of the elementary level of pre-university education.

The purpose of the course: to lay the foundations of Ukrainian pronunciation.

Course objectives: production of sounds using the method of conscious management of the articulation process; work on stress and reduction of unstressed vowels; development of phonetic hearing; mastering the technique of reading elementary text; teaching writing (primary skills); familiarization with the necessary phonetic signs. The solution of the assigned tasks provides the possibility of faster formation of lexical and grammatical skills.

The course is intended for work in international groups with different levels of training. In this regard, the selection of phonetic material and its introduction are made based on the phonetic system of the Ukrainian language with the necessary consideration of the difficulties of the main contingents of foreign students. Thus, the manual presents both general exercises for everyone and exercises for a certain contingent of students. Various language units are offered for active learning: sentences, microtexts and dialogues. Vocabulary in dictionaries is redundant (intended for passive learning), the final selection of active vocabulary is up to the teacher. Grammatical comments contain explanations of word forms, the phonetic phenomena studied in this course are presented in their sound form.

The peculiarity of the manual is that, along with the study of phonetics, the study of separate sections of grammar is offered for those students who have already completed the preparatory department, familiarized themselves with the phonetic basics of the Ukrainian language, developed the articulation

apparatus, learned to read and write, and strive to improve and deepen their knowledge.

Structure of the manual: 1. Preface. 2. Lesson 1. Ukrainian alphabet. Sounds and letters. 3. Lesson 2. Vowel sounds of the Ukrainian language. Pronunciation of vowel sounds. 4. Lesson 3. [a]. 5. Lesson 4. Possessive adjectives. Genitive case. 6. Lesson 5. [o]. What time is it. Prepositions 7. Lesson 6. [y]. Noun (genus). 8. Lesson 7. [и]. 9. Lesson 8. [і]. Noun (number). 10. Lesson 9. [e]. Verb. 11. Lesson 10. Verb. Active, imperative, conditional way. 12. Lesson 11. Consonant sounds of the Ukrainian language. 13. Lesson 12. Hard and soft sounds. 14. Lesson 13. [в, м]. Sentences: narrative, interrogative, persuasive. 15. Lesson 14. [н, л]. Numeral. 16. Lesson 15. [б, п]. Ordinal numerals. 17. Lesson 16. [г, ґ, к, х]. 18. Lesson 17. Changes in groups of consonants. 19. Lesson 18. [ж, ш]. Declension of nouns. 20. Lesson 19. [з, с]. Pronoun. 21. Lesson 20. [р, ф]. Adverbs Degrees of comparison. 22. Lesson 21. [ц, ч, щ]. Conjunction. Fraction. 23. Lesson 22. Writing. 24. Lesson 23. We do not write b. 25. Lesson 24. Apostrophe. 26. Lesson 25. Composition. 27. Lesson 26. Emphasis. 28. Other graphic signs. 29. Texts for reading. 30. List of references.

Each lesson of the training course has a clear structure and structure. It is worth starting the study by showing slides of the Ukrainian alphabet, emphasizing the number of letters and the connections of the Ukrainian language with other Slavic languages, as well as presenting a table or diagram of the official transliteration of the Ukrainian alphabet in Latin. It is also appropriate to direct the attention of foreign students to the letter combination «зг», which is rendered in Latin as «zgh», in contrast to «zh», which corresponds to the Ukrainian letter «ж», to talk about the soft sign (ь) and the apostrophe ('), namely, that they are not transmitted in Latin. Emphasize that the letters of the Ukrainian alphabet are large and small in shape, printed and written in type. Provide students with printed and written alphabet charts with the correct pronunciation of each letter. Discuss the similarities and differences between the Ukrainian alphabet and the alphabet of the student's native language. Spark a friendly conversation and exchange cards with inscriptions in different languages of their names. Explain the difference between sounds and letters. Pay attention to the division of letters into consonants, vowels, vowels and those that denote two sounds. Offer exercises from the manual for better learning of the material. Example:

1. Number the children's names so that they are in alphabetical order.

__Іванко __Аліна __Катруся __Петрик __Дмитрик __Артур

2. Write your names in Ukrainian letters. From the point of view: Zelda – Зелда.

3. Write Ukrainian names in Latin letters. From the point of view: Юрій – Yurij. Остап, Ігор, Андрій, Наталя...

4. Write the given names in written Ukrainian letters: *Example*: Mohammed – Мохамед. Olivia, Ruby, Emily ...

5. Write the words in written letters: мама, тато, дім, сад, бабуся, дідусь, сестра, брат, хліб, університет, тема, викладач, сусід, друг, ручка, зошит. From the point of view: мама – *мама*.

6. Write the name of your country, city (village) in Ukrainian letters. From the point of view: America – Америка ...

The topic «Getting to know Ukraine» remains interesting for foreign students. They like watching videos, listening to songs, visualization, and especially tasting goodies. Of course, you can show and encourage a lot with the culture and traditions of the Ukrainian people, but let's also remember that before us are students of a technical university, so direct the students' work so that in each lesson they get to know and understand several elements from their specialty (construction, architecture, engineering, computer science and chemistry). It is worth starting each class with a repetition of the previous one and a gradual interspersion of new material, supported by exercises. Effective for learning is a review of a situational dictionary at the beginning of the lesson, which will encourage foreigners to better understand a new topic and the immediacy of the teacher, who will be able to talk to the student with skillfully planned questions about the student's health, lifestyle, life or food, correcting and translating each of his words. In order to motivate students to work and involve them in cooperation, we suggest using short presentations in classes with frequent repetitions of letters, sounds, words and whole sentences, especially involve the whole group in the repetitions, because students quickly get tired, attention is distracted and interest is lost. Offer to work with cards that show both letters and pictures. Use the elements of the game often, and also go on excursions or walks with specific tasks related to the given topic. Use different interactive methods, in fact, look for the one that will interest foreigners and reveal their potential. The best way to learn a language in a group with different levels of training is the «Teaching – Learning» method. Some students teach others, applying already acquired knowledge in

practice, helping their friends better understand the material and assimilate it. A mandatory condition in the learning and teaching process is communication only in the Ukrainian language.

Conclusion. Only in communication and understanding the needs of the student can the teacher achieve the truth in teaching. Even a perfectly thought-out exercise will always have certain ramifications and refinements. It is in the process of approbation and development of certain methodological developments that a scheme is clearly drawn that will help foreign students learn the language and direct teachers to search for the most diverse methods of presentation and presentation of language material.

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