



UDC 811.161.2:81"23:371.212

**«WITH LANGUAGES, YOU ARE AT HOME ANYWHERE»:
ABOUT IMPORTANCE OF MASTERING UKRAINIAN FOR
FOREIGN STUDENTS**

Viktoriya Velykozhon

Kyiv National University of Technology and Design, Kyiv, Ukraine
ORCID: 0000-0003-1313-9100, e-mail: vichenok@gmail.com

The article highlights the importance of studying the Ukrainian language as foreign language for foreign students. Teaching experience shows that there are students who are consciously interested in learning Ukrainian language, not Russian. Consequently, a large number of students from different countries in Ukrainian higher educational institutions who have a great desire for learning the language of the country in which they are living, studying and planning to work caused the actuality of this article. The article also emphasizes the importance of the broader inclusion of the Ukrainian language subject for foreigners in the curricula of higher educational institutions of Ukraine, which will contribute to the modernization and renovation of the national educational sphere and better and faster formation of cross-cultural competence and socio-cultural adaptation of foreign students who, besides the language barrier, face many psychological problems in everyday life. The teacher's position is central in the educational process. The successful dialogue with the student depends on his professionalism, competence, humanity, tolerance and respect. Therefore, the article also examines the main didactic principles and analyzes the main components that contribute to the learning of the Ukrainian language as a foreign language and which are necessary for each language teacher. The article distinguishes the methods, techniques, principles, the skilful use of which makes the process of learning the language more informative, interesting, meaningful, comprehensible, productive and stress-free. And as a consequence – the fluency in the Ukrainian language mastering is better for adaptation to new living conditions, sociocultural models of behavior, understanding the Ukrainian mentality.

Key words: student migration, foreign students, Ukrainian as a foreign language, cross-cultural competence, sociocultural adaptation, didactic principles, dialogue of cultures ,mutual communication

Introduction.

Integration processes in modern educational space of Ukraine lead to student migration. Ukrainian students travel around the world and to various countries of Europe to get higher education. But at the same time foreign students come from Georgia, Poland, Azerbaijan, Pakistan, China and other countries to study, live and work in Ukraine. The rising amount of foreign students in Ukrainian higher educational institutions has caused the research actuality of teaching Ukrainian as a foreign language for them.



Modernization and renovation of the national education sphere requires not only bringing new knowledge, but also creates new approaches to learning, correcting educational environment, training programs, educational technologies as a result of such integration and migration processes. *The aim of this article* is to emphasize the need to study Ukrainian by foreign students and to prove a broader inclusion of Ukrainian language teaching in the curricula of higher education institutions and also the importance of forming cross-cultural competence, which is important for getting fluency in the language. *The main task* is to analyse components and principles that contribute to the learning and teaching Ukrainian as a foreign language.

Training foreign specialists in our country is one of the most effective forms of cultural and scientific cooperation that promotes Ukraine's reputation in the international arena. It is widely known that the presence of students from other countries not only improves the image of the state, but also becomes a source of significant investments in the economy, science and education. Once students get into a new environment, they face not only language but also psychological problems. An important factor in successful foreign students' education in Ukrainian higher educational institutions is their adapting to culture, traditions and life peculiarities of the Ukrainian people.

The Ukrainian language knowledge is helpful in many situations of daily life to familiarize foreign students with cultural heritage of Ukraine more quickly. So, quick language adaptation of foreign citizens to Ukrainian reality is very important. One of the main tasks of the Ukrainian language teacher is to present Ukraine, the life of its people, culture and language. Sociocultural adaptation involves individual adaptations to the conditions of a new social and cultural environment, in particular to new values, morals and traditions, providing a successful existence in a new cultural environment [4].

The language knowledge can help foreign students create a different picture of the world, multicultural awareness. It is also the element of culture and means of exploring this culture. The language as a phenomenon of spiritual culture of the nation was written by famous philosophers, anthropologists and linguists such as including V. Humboldt, L. Bulakhovsky, M. Heidegger, O. Ogiyenko, O. Potebnya, P. Fortunatov, M. Maksymovych. Researchers K. Levi-Stross, M. Griol, and M. Ferri studied issues of reflection of the people's ideas about the world in the language. The language allows knowing the culture of native people and culture of other nations, human and national values, and skills of positive inter-cultural interaction.

The issue of the Ukrainian language teaching to foreign students has recently been explored. M.V. Lutsyuk, T.I. Dementieva, O.O. Evdokimova, A.K. Solodka paid their attention to the process of learning the Ukrainian language to foreigners [9].

While mastering the Ukrainian language, foreign students face many different problems. They are the following:

- the need for simultaneous mastering the Ukrainian language in everyday life and at professional level;
- the need to use communicative situations as a way of receiving communication skills and knowledge;
- barriers of communication.



Leading methodologists, including O. Belyaev, G. Onykovych, T. Surzhuk, H. Koval and others, distinguish three main components that contribute to the learning and teaching Ukrainian as a foreign language:

- psychological;
- linguistic;
- and methodological [10].

The importance of the psychological component can be seen due to the fact that first-year students get into a completely unfamiliar environment where everything is new. The psychological component is perhaps the most important in teachers' communication with foreign students because to teach language means to teach another way of thinking, a different mentality, and thus express the thoughts using language of another country. It is important to remember that language learning is not limited by only memorizing and further using words, phrases and sentences. It includes many other nonverbal factors (facial expressions, gestures) as well as such important components as intonation, actual division of sentences and so on. Knowledge of psychology enables an individual approach to each student.

The linguistic component of language learning is in «communicative needs» of students. Thus, it should be understood that first of all students need communication skills with fellow-Ukrainians, with teachers in their daily lives. Therefore, the material used during the first Ukrainian language classes for English-speaking students should meet the following requirements: actuality to the student, simplicity, interest.

In order to maximize the results, teachers use such teaching methods:

1. Demonstration videos of different communicative situations from students' everyday life. Great importance is attached also to using recordings of live Ukrainian speech. All this contributes to the quick adaptation of English-speaking students to Ukrainian environment.

2. The advantage of verbal tasks over written ones enables to improve communication competence of foreign students. Focusing on active learning is one of the components of the education reorganization. Oral tasks are not only the individual but also could be done in group. Thus, in order to diversify the forms of tasks teachers use:

- business games, which simulate the language situations in various spheres – from every day to professional communication;
- the creation of problematic situations;
- and pair work (with or without a partner changing), in groups, making spontaneous mini dialogues specific to certain everyday situations.

3. To excite the curiosity among foreign students of the Ukrainian language as a subject of study primarily it is necessary to avoid monotony, schematics and mechanical cramming boring definitions and rules by the students.

4. Minimizing the use of language-mediator encourages of English-speaking students' adaptation: teachers try using English only to explain the new material, mostly using Ukrainian during lessons. Implementation of this situation is a rather difficult task because the vast majority of subjects taught in English to foreign students, and young people are talking mostly native language or a language understood by their fellow foreigners outside the university [5].



Methodological component in teaching of any language as a foreign language is to use a variety of techniques, including innovative and modern means of language learning. It was proven long ago that these methods give positive results in their proper use. The modern multicultural educational space of Ukraine sets new goal that is education of a linguistic person and the preparation of foreign citizens for professional activity, within which they must become subjects of the dialogue between cultures. It involves taking into account differences in the perception of the world, the ability to operate knowledge, the interpretation of facts, events, behaviour. This situation requires the development of a group of principles that serve as the basis for the formation of cross-cultural competence.

It is interesting to consider the group of didactic principles in the context of cultural Ukrainian studies, which were used by O. Belyaev, V. Doroz, M. Vashulenko, V. Zagorodnova, S. Karaman, V. Melnichayko, M. Pentylyuk, G. Peredriy, O. Tekuchov, L. Rozhylo, Z. Bakum. The didactic principles are understood as the system of initial positions that reveal the content, organizational forms and methods of teaching in accordance with the established purpose of education and the laws of the learning process [1]. Among them, the researchers note the following:

- ✓ principle of consciousness,
- ✓ scientific content/ knowledge principle,
- ✓ systematic view point and consistency principle,
- ✓ principle of the theory and practice relation,
- ✓ understandability principle,
- ✓ principle of succession,
- ✓ forward-looking-based principle,
- ✓ principle of visualization,
- ✓ approximation principle.

Taking into account the principle of consciousness is a prior condition for mastering the abilities and communication skills. We agree that during language mastering consciousness activates analytical abilities, the ability to systematize language facts, form analogies. «Reliance on consciousness is especially important in the process of mastering languages with a developed morphological system, to which the Ukrainian belongs. Therefore, the initial stage requires at least a minimum of theory, otherwise the learning process will turn into a mechanical cramming of some standard dialogues that can not be used even in a slightly changed situation», – notes Z. Bakum [1].

According to V. Zagorodnova, we emphasize that the scientific content principle anticipates the acquisition of information by students, which involves mastering background vocabulary, phraseological units with a cultural component that reflects norms, values, character, life experience, and world perception of the people. Therefore, this principle requires controlling and suitability of linguistic material to cultural and reality in general.

The principle of systematicity and consistency (Y. Babansky, M. Kazansky, P. Gruzdev, M. Danilov, B. De Kurtene, S. Rivers, M. Skatkin) provides a logical orientation to a course of studying. According to it, the material is placed in a certain sequence, depending on the specificity of the linguistic categories and the structural connections that are associated with them. For example, teaching vocabulary should



begin with the introduction of a separate word and an explanation of its lexical meaning, after which students learn a group of words, and then determine their origin and functioning. In accordance with the principle of the theory and practice relation, cultural vocabulary must reflect the realities of life, coincide with the needs of students, not to lose contact with ordinary life. Accordingly, the language units taught should be in connection with life experience: to be filled with information about the country, the way of life of its citizens, material and spiritual values, national character [8].

At the initial stage of teaching the Ukrainian language to a foreign language audience, the principle of understandability can not be ignored, because the success of mastering the material depends on how easily, comprehensibly and understandably the teacher provides information. Consequently, new linguistic and cultural information should be presented in small portions, and the content of the tasks should correspond to the mental abilities of students. From this position, the measure of understandability is determined not only by age or biological qualities, but also by the level of pre-acquired knowledge achievement.

Principle of succession and forward-looking principle, in the understanding of O. Belyaev, V. Doroz, V. Zagorodnova, M. Pentylyuk, A. Tekuchov, are needed to establish the relationship between pre-acquired knowledge of the material and those acquired by students during its study at the current stage. Thus, the enrichment of the vocabulary takes place on the basis of previous experience, which ensures its reasonable usage in the process of new information studying [2].

As for the implementation of the principle of visualization in the teaching of the Ukrainian language, we support the position of A. Shchukin, according to which two types can be used during the lessons: as a means of learning and means of perception. The first one involves visual-auditory/acoustic samples/models (sound recordings, tables, diagrams, educational pictures, video films, computer programs), through which the student acquires sound-articulatory norms, lexical-grammatical units; learns to understand speech by the ear and speak within a certain range of topics and situations. The second type of visibility is seen as a source of information that provides students with information about the country language of which is being studied [6].

The principle of approximation plays an important role too. Its essence is that during the evaluation of speech activity, the teacher has the right to ignore those mistakes that do not violate the communicative act of speech, do not interfere with the receipt of information. Therefore, due to this principle, stress and discomfort disappear and a favourable, friendly atmosphere of mutual communication is created.

Consequently, these principles of teaching the Ukrainian language to foreigners contribute to the establishment of organic unity between the linguistic, communicative and cultural components and provides the integrity and consistency of material presentation.



Conclusions.

«Within the concept of «dialogue of cultures», cultural approach in training to form multilanguage literacy of students continues to develop in education». [4]. Foreign students should be trained using quality contemporary authentic teaching material for conscious use of the Ukrainian language later in their life and work. A good knowledge of the Ukrainian language (verbal and written form) is one of the major requirements of Ukrainian employers. So universities are responsible for providing a quality complex of language skills, abilities, knowledge to students. It requires foremost from the institutions of higher education to create conditions for the training of its teaching staff systematically, provide proper material and technical infrastructure. The teacher in learning the Ukrainian language becomes a central figure, because only the teacher can interest students in learning, encourage and motivate them. Mastering the Ukrainian language is a complicated and prolonged process that requires not only the desire of the teacher to teach, and students – to learn, but also to solve a large number of psychological, linguistic and methodological tasks. This requires a teacher's perfect knowledge of the subject, language-mediator (English) and psychological and methodology techniques in working with foreign students, main didactic principles for the formation cross-cultural competence, understanding the mentality of other nationalities, the ability to combine traditional and innovative teaching methods. Tolerance, friendliness, respect – the basic elements for the successful teacher-student cooperation and dialogue.

Also foreign students have to be actively involved in mass sports and cultural events, competitions, amateur art activities, concerts, conferences, research activities of the university. Interesting and active students' life will stimulate their desire to learn.

As a proverb says, «With languages, you are at home anywhere».

References:

1. Bakum, Z. P. (2010) *Ukrayins'ka mova yak inozemna: lnhvodydaktychni problemy*. In: redkol.: Zh. V. Koloyiz (vidp. red.), P. I. Bilousenko, V. P. Oleksenko ta in. *Filolohichni studiyi: Naukovyy visnyk Kryvoriz'koho derzhavnogo pedahohichnogo universytetu: zb. nauk. prats'*. 5. Kryvyy Rih: Vydavnychyy dim, pp. 226–232.
2. Bilyayev, O. M. (1987) *Metodyka vyvchennya ukrayins'koyi movy*. Kyiv, pp. 54–63.
3. Brons'ka, A. (1997) *Formuvannya metodychnoyi kompetentsiyi vykladacha ukrayins'koyi movy yak inozemnoyi*. *Inozemni movy*, 4, pp. 31–33.
4. Helets'ka, A. (2015) *Sotsial'no-kul'turna adaptatsiya inozemnykh studentiv u protsesi vyvchennya ukrayins'koyi movy*. *Aktual'ni pytannya suspil'nykh nauk ta istoriyi medytsyny*, 1, pp. 59–64.
5. Koval', H. and Surzhuk, T. (1993) *Metodyka vykladannya ukrayins'koyi movy*. *Rekomendatsiyi do vykonannya naukovo-doslidnoyi tematyky: Navchal'no-metodychnyy posibnyk dlya studentiv vyshchyykh navchal'nykh zakladiv*. Ternopil', P. 368.
6. Kochan, I. (2014) *Novi osvitni tekhnolohiyi u vykladanni ukrayins'koyi movy yak inozemnoyi*. In: *Ukrayins'ka mova u sviti: zb. materialiv III Mizhnar. nauk.-prakt. konf. L'viv, 6–7 lystopada 2014*, pp. 49–60.
7. Seliverstova, L. (2008) *Problemy ukladannya navchal'nykh prohram z ukrayins'koyi movy yak inozemnoyi*. In: *Teoriya i praktyka vykladannya ukrayins'koyi movy yak inozemnoyi*. L'viv: Vyd. tsentr LNU im. I. Franka, Vyp. 3, pp. 21–26.



8. Stankevych, N. (2008) *Osnovni pryomy hovorinnya v kursi ukrayins'koyi movy yak inozemnoyi*. In: *Teoriya i praktyka vykladannya ukrayins'koyi movy yak inozemnoyi: zb. nauk. prats'*. L'viv: Vydaonnychyj tsentr LNU imeni Ivana Franka, Vyp. 3, pp. 289–292.
9. Tarnopol'skyj, O. B. (2006) *Metodyka navchannya inshomovnoyi diyal'nosti u vyshchomu moonomu zakladi osvity*. Kyjiv: INKOS, P. 248.
10. Fomina, L., Kalinichenko, O. and Nesterenko, A. (2016) *Osoblyvosti komponentnoho vyvchennya ukrayins'koyi movy yak inozemnoyi*. In: ed. prof. Chop'yak V. V., prof. Mahl'ovanyj A. V. *Suchasna ukrayins'ka natsiya: mova, istoriya, kul'tura [Tekst]: materialy naukovo-praktychnoyi konferentsiyi z mizhnarodnoyu uchastyu 16 bereznja 2016*. L'viv, Ukraine, 16 bereznja 2016, P. 471.

Received: September, 26

Accepted: November, 2