Innovative and information technologies in educational processes

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TABLE OF CONTENTS:

Part 4. INNOVATIVE AND INFORMATION TECHNOLOGIES IN THE DEVELOPMENT OF MODERN HIGHER EDUCATION

4.1. INNOVATIVE TECHNOLOGIES OF TEACHING THE UKRAINIAN LANGUAGE AS A FOREIGN LANGUAGE IN HIGHER EDUCATION INSTITUTIONS

At the end of the twentieth century, interest in innovative technologies for teaching foreign languages, in particular Ukrainian as a foreign language, caused interest to understanding and explaining the mechanisms of verbal interaction, which is influenced by social norms. In this regard, researchers are attracted by a number of issues related to communication problems: extraction of the minor units of communication – speech acts, rules of their use, their inherent categories that ensure the success of communication.

In terms of Ukraine's integration into the world global community, increase in migration processes and changes in public consciousness, interest to our state, its language and culture is growing as well. Under current conditions, the number of foreign citizens who come to Ukraine to obtain quality educational services, start their own business or get acquainted with the traditions and customs of the mysterious Slavic country with an ancient glorious history is steadily increasing. All these causes in particular a great interest to learning Ukrainian.

Originality of each nation is primarily realized in communication. Effectiveness of interaction is provided not only by the ability to speak grammatically correctly and use pragmatic clichés, but also by awareness of national and cultural specifics of verbal and nonverbal behaviour, socio-cultural norms, dominant strategies and tactics of communication. Pragmatic clichés, language stamps, formulas of language etiquette are elements of culture and belong to those units that most vividly reflect cultural and historical features of the people. Communicative strategies inherent in one language group cannot be described only in "behavioural" terms; in fact, they demonstrate the inner expression of a closed system of cultural rules, or "cultural scenarios" (according to A. Vezhbytska), the violation of which causes emotional discomfort.

At present, contacts between representatives of different linguistic cultures are becoming commonplace. Incompetence or inadequate reproduction of norms of verbal and nonverbal behavior creates difficulties, causes obstacles in communication, can lead to various deviations in the process of intercultural communication[388]. Nowadays, different linguistic cultures members are increasingly studying, working in an intercultural environment, and this in turn creates a situation in which employees are part of international corporations, being representatives of different countries, even continents.

It is known that language has long been considered the primary representative of any culture nation, which clearly reflects not only the present-day realities, but also the national character of the people, its mentality, customs, traditions, worldview, moral and ethical values. That is, language is one of the most important factors of intercultural communication. Modern methods of studying foreign languages, and in particular, Ukrainian as a foreign language, are based on such principles.

According to communication specialist F. Batsevych, the leading topics of modern research in both theory and practice of intercultural communication are concentrated around such issues as "success / failure of communication between representatives of different ethnic (national) linguistic and cultural communities, identifying causes of failure, identifying differences in behaviour of different languages and cultures members, as well as differences in organization of language and non-language codes, which affects the quality of intercultural communication" [389].

It should be noted that today in the Ukrainian language didactics various methods, strategies, techniques and tactics of teaching Ukrainian as a foreign language are developing quite actively.

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[388] BOLOTNIKOVA, A., HUNCHENKO, Yu. (2019): Politeness and intercultural communication. Scientific notes of V. I. Vernadskiy Tavriia National University. Series: Philology. Social Communications. 2019, Vol. 30 (69), No 3, P. 1.
[389] NIKOLAYEVA, S. (2002): Methods of Teaching Foreign Languages in Secondary Schools. Kyiv: Lenvit, 2002, p. 10

Thus, these and other problems of foreign languages learning methods were raised by L. Bey, V. Brader, K. Bruner, J. Gladyr, T. Yefimova, I. Zozulia, V. Korzhenko, I. Kochan, A. Kulyk, D. Mazuryk, O. Matsko, L. Solodar, G. Tokhtar, O. Trostynska, O. Turkevych, C. Yavorska and many others. Recently, a number of textbooks have appeared, objective of which is to significantly help teachers of this discipline: "Ukrainian as a foreign language. Preparation for the test. Training tasks. Intermediate level" (O. Novikova, O. Tuluzakova, U. Shtandenko, Mykolaiv, 2017), "Ukrainian for foreigners" (team of authors: O. Barchuk, O. Volkova, N. Vorona and others; Sumy, 2018), "Ukrainian for foreigners" (N. Lysenko, Kyiv, 2019) and others, still it should be noted, they often have a narrow professional orientation.

Noteworthy are the highly professional textbooks "Step-1" (O. Palinska, O. Turkevich, Lviv, 2014) and "Step-2" (O. Palinska, Lviv, 2014), which are the first editions in Ukraine that meet the European recommendations as for language education. These books are designed to study the Ukrainian language as a foreign one at elementary and basic levels (according to the European recommendations for language education – levels A1-A2) and aim to form communicative competencies of foreign students, help them master grammar and lexical minimum, learn culture, customs and traditions of the Ukrainian people

The vast majority of methodological scholars agree that at the present stage, problems associated with the study of Ukrainian as a foreign language are still plentiful, among them:

1) development of the concept of teaching the Ukrainian language to foreign citizens to different categories;

2) development of curricula in Ukrainian for foreign citizens;

3) designing the textbooks in Ukrainian taking into account the peculiarities of different categories of foreign students;

4) development of tests in Ukrainian to determine the level of language proficiency of both foreign students and foreigners seeking to obtain Ukrainian citizenship[390].

As the practice of teaching and studying Ukrainian as a foreign language in higher education institutions of Ukraine shows, it is introduced into the educational process within the following courses: "Practical Ukrainian for foreigners", "Ukrainian as a foreign language (practical course)", "Business Ukrainian for foreigners", "Ukrainian language for professional purposes for foreigners" etc.

Teachers are aware that mastering the language by their foreign students is a long and laborious process. The program of studying the Ukrainian language includes study of phonetics, lexical structure of language, morphology, grammar, syntax, but theoretical study sometimes recedes into the background, giving way to the primary task, which is development of practical skills and communication abilities. The functional principle of learning becomes important in the educational process, according to which students must not only learn the basics of a new language for them, but also learn to use it in everyday speech situations.

It is also worth emphasizing that while working with foreign students it is necessary to take into account the peculiarities of communication, as far as it is the communication of people from different cultures, "operating with different linguistic and cultural stereotypes and communication skills, based on different (often diametrically opposed) language world, are under the influence of various prejudices etc."[391] Such intercultural communication is characterized by the fact that participants in the learning process need to use not only the means of language code with specific cultural meanings, but also "other strategies and tactics of communication" that are fundamentally different from those used by each of them in cases of interaction within one culture"[392]. Thus, considering peculiarities of religion, educational environment, psychological characteristics of

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[390] TROSTYNSKA, O., PETROV, I. (2011): Teaching Ukrainian as a foreign language: problems, searching, perspectives. Teaching languages at higher educational establishments, 2011. No of issue 18. P. 240.

[391] BATSEVYCH, F. (2007): Theory of intercultural communication: essence, presentative unit, specifics of terminology / Dictionary of terms of intercultural communication. K.: Dovira, 2007. 205 p.

[392] NIKOLAYEVA, S. (2002): Methods of Teaching Foreign Languages in Secondary Schools. Kyiv: Lenvit, 2002, p. 10.

students determines the appropriate selection of methods of teaching Ukrainian as a foreign language.

As for teaching methods, their choice is one of the most important components of the system of teaching Ukrainian as a foreign language, because they ensure achievement of the planned goal of learning.

As known, teaching methods of any foreign language are divided into traditional and innovative ones. In the teaching of foreign languages, both Ukrainian and foreign, in particular, for a long time the so-called grammatical-translation method was used, foundations of which were laid by the French educators of the XVIII century. Its essence was reduced to a perfect mastery of the vocabulary, on the basis of which the grammar of a language was studied. That is, the teacher should choose certain grammatical forms, according to which the texts are selected. Students must read the text, translate it into their native language and vice versa, learn the words. The main focus was on speaking correctly. The disadvantage of this method is that the texts were often artificial, completely not adapted to the realities of life. The student learned grammatical forms and could not use them in the process of communicative act.

Modern methodology uses more effective methods and techniques for teaching foreign languages.

According to most methodists and linguists, now one of the leading methods of teaching foreign languages and Ukrainian as a foreign language as well is communicative method[393]. Its main purpose is to teach students to communicate with other people. The most common means of implementing this method is to create a constant conversational practice through:

1) dialogues (work in pairs or teams);

2) team games (answers to the questions "Yes / No", various quests etc.);

3) discussions (for students who study longer and know the language).

For successful implementation of this method it is expedient to use collective forms of work, presentation of educational material on the basis of speech intentions, creative tasks, parallel mastering of grammatical form and its function in language etc. – all these allows to create real communication situations.

In the process of teaching the foreigners, the method of role-playing has successfully proved itself, with the help of which it is possible to model a communication situation as close to reality as possible. With this method, students have the opportunity to work on specific situations that will help them establish communication in a foreign language environment, taking into account mental attitudes.

It is worth noting that the method of role-playing is quite important when studying lexical topics as far as helps students not only to enrich their vocabulary, but is an effective and proactive means of learning practical knowledge of the Ukrainian language, overcoming language barriers. For example, it is advisable to use situational role-playing games in the process of studying the following topics: "Acquaintance", "At the café", "At the bank", "At the store", "At the doctor's appointment", "Walk around the city", "At the cinema" , "Travel", "Hotel" etc.

It is important to teach foreign students the ability to hold a dialogue. This type of activity should be complicated with each year of study, for example: dialogue-acquaintance, dialogue-agreement, dialogue-conversation on the proposed topic, dialogue-exchange of views, dialogue-discussion. Possible topics of dialogues may include "Etiquette forms of acquaintance", "Meeting arrangement (orally / by phone)", "Education system in Ukraine and in my country", etc.

Expanding the vocabulary of foreign students is an effective basis for mastering professional terminology at the lectures by teachers of special disciplines.

Recently teachers have started using case-study or case-method. Recourse to this method makes it possible to bring the learning process closer to practical activities of students in accordance with their future profession. This technique is especially effective because modern universities are generally focused on combining theoretical knowledge with practical skills and abilities. It is the

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[393] TROSTYNSKA, O., PETROV, I. (2011): Teaching Ukrainian as a foreign language: problems, searching, perspectives. Teaching languages at higher educational establishments, 2011. No of issue 18. P. 239-248.

knowledge of Ukrainian that will help foreign students to quickly master and improve them at Ukrainian enterprises. That is, students are offered tasks, the result of which is solution of specific business situations in economic, construction, oil and gas and other industries.

Assimilation of lexical material is mainly accompanied by mastering other language skills: phonetic, morphological, syntactic and stylistic.

In particular, foreign students can learn phonetic features of the Ukrainian language while listening, which is one of the five mandatory components when learning foreign languages. Although it has recently been considered a passive method, American researchers J. Asher and S. Krashen have refuted these misconceptions. According to them, listening should be conducted according to the following scheme: understanding – achievement – before reproduction (comprehension – before – production)[394] and then it will become an effective method. It also seems positive that while listening students have the opportunity not only to learn to understand what they have heard, but also, importantly, to perceive the phonetic and acoustic features of the linguistic units of the language they are studying.

It should be noted that in the process of learning Ukrainian, foreign students, for example from Arab countries, face problems pronouncing certain sounds. For example, this applies to the sounds [b] – [p]. It is known that in Arabic there is no deaf equivalent to the phoneme [b], so often the Ukrainian phoneme [p] is perceived and reproduced by Arab students as [b]: *[б]одруга, від[б]овідати [п]рати* (instead of *[п]одруга від[п]овідати, [б]рати*).

There is also no phoneme [ts] in Arabic, so in Ukrainian words students often use the phonemes [t], [s], [ts]: *вули[тс]я, [с]е, стіле[с]* (instead of *вулиця, це, стілець*).Another common mistake made by foreign students is the confusion of the sounds [i] and [і]: *л[і]с, кн[і]га, с[і]н, гр[і]мати* (замість *лис, книга, син, гримати*).

An important technique in the study of phonetics is the so-called "phonetic gymnastics" - phonetic exercises that help foreign students learn the correct articulation of sounds, distinguish certain grammatical forms: *бАтьків – батькІв, сЕстри – сестрИ, зАмок – замОк* and so on. When performing phonetic exercises, students should be given tasks to select words with the same sounds, thereby enriching their vocabulary.

All these examples show that an important stage in learning Ukrainian as a foreign language is to overcome phonetic interference.

The so-called audio-lingual method is popular among modern methods of teaching foreign languages, which, in our opinion, can also be used in the process of learning Ukrainian as a foreign language. It is advisable to use it at the first two levels of language learning. The essence of the method is that first the student repeats several times everything heard from the teacher or during audio listening and only at the second level he is allowed to produce one or two statements, built independently. Frequent repetition records in memory the correct pronunciation of words, sentences and separate language clichés.

According to modern scholars, it is appropriate to use a culturological approach, which should perform several important functions: educational, educational, cognitive and professional while learning a foreign language. Among culturological approaches, the most common are "linguistic, communicative-ethnographic and socio-cultural"[395]. As practice shows, the involvement of cultural components in the study of another language is another method of communicative skills formation.

The concept of distance, which represents the mode of human thinking and behavior, plays a significant role in teaching foreign languages. This is a specific structuring cultural-specific principle of communication. Distance in its metaphorical sense explains people's relationships in terms of love, friendship, respect (or lack of it), restraint, arrogance and so on. The intimate circle of communication is explained by the physical distance between the communicators. Emotionally close distance is evaluated positively (*близький друг, бути разом, разом і назавжди*), and far, respectively, negatively (*далекий знайомий, далекий родич*). It is also possible to talk about a

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[394] NUNAN D. Second Language Teaching and Learning. Boston, 1999, p. 58.
[395] NIKOLAYEVA, S. (2002): Methods of Teaching Foreign Languages in Secondary Schools. Kyiv: Lenvit, 2002, p. 171.

certain limit of intimacy, the intersection of which indicates a violation of the distance (*сунути носа не у свої справи, причепився як реп'ях*). In formal relationships, on the contrary, close physical distance is assessed negatively (*безпосередність, брак поваги*), and long - positively (*зберігати дистанцію*). Social distance, conceptualized through the concept of horizontal and vertical, marks the status difference. This feature is relatively stable, the addressee evaluates it based on the perception of the social status of the communicative partner, choosing his own position as a starting point.

Psychological distance is a horizontal distance that indicates the level of familiarity, acquaintance, intimacy. It is dynamic because it tends to change the internal states of the speaker. The two concepts are interrelated, but demonstrate different aspects of interaction. Ways to assess compliance with social and psychological distance are mentally determined. Each national culture has common for a particular community intellectual and emotional components (norms and rules of conduct, values, customs and traditions, etc.). Thus, distance is a two-vector concept that members of a particular linguistic culture can evaluate negatively due to lack of intimacy, friendliness, sincerity between interlocutors ("us") and positive if it means respect for communicators ("them"). Therefore, while learning a language, it is important to emphasize that linguistic means can also define the distance, mark the distance between the interlocutors. The success of communication depends on the correct and appropriate choice of language tools, appropriate use of which causes the desired effect. A number of pragmatic parameters were used to explain it: communicative situation, communicative-pragmatic competencies of interlocutors, socio-biological passport of interactants etc.

During the classes, culturological approach is realized while organizing of the communicative act in the form of dialogue of cultures. Depending on the number of students, such work is carried out in groups or in pairs. In the process of communication, students learn about the way of life, beliefs, customs and traditions of different peoples, Ukrainian ethnic group in particular, peculiarities of behavior. To implement this approach, students should be offered thematically selected tests, videos, presentations on Ukrainian holidays, traditions and rituals.

In particular, an effective method of implementing this method is linguistic and cultural analysis of the text, which allows to establish diverse linguistic features, which are evidence of linguistic and ethnic environment and are characterized by national and cultural color. Educational country studying texts of different difficulty levels can be used at different stages of learning. Such work is aimed not only at developing listening and comprehension skills, but also at performing a number of other tasks, namely: speaking skills, enrichment of knowledge about Ukraine or the city where foreign students live and study, thus facilitating the process of their socio-cultural adaptation[396]. Texts such as "Ukrainian national symbols", "National traditions and customs", "National dishes of Ukraine" etc. are not only marked with ethnolinguistic color, but also identify it with the national existence of Ukrainians. Such texts are characterized by a clear national and cultural specificity, knowledge of them is an important element of communicative competence of speakers of other cultures and is a condition for successful intercultural communication. National and cultural factors have a significant impact on the elements of the language code, as well as on the course of communication. Innovative technologies of teaching foreign languages, in particular Ukrainian as a foreign language, adapts the communicative behavior of students and is based on the following principles: observance of the rules of decency and social distance, showing kindness and respect for the communicative partner. In general, the demonstration of interest in the addressee, on the one hand, and respect for his personal autonomy, on the other - is perceived as a prerequisite for effective interaction in any language culture.

It is also advisable to use Ukrainian folk and modern songs, which will not only open the world of Ukrainian music, but also promote the development of aesthetic tastes. Generally foreign students like melodic Ukrainian songs, which is one of the shrines of the people, its poetic

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[396] SHVETS, H. (2012): Inartistic texts on countrystudying topics in the practice of teaching Ukrainian as a foreign language. Ukrainian language in the world: Coll. of Papers II International Scientific and Practical Conference, November 8-9, 2012 Lviv: Lviv Polytechnic National University Publishing House. P. 315.

biography. "Some of them, like the products of elite culture, overcome distance and time, nourish with their energy and inspire new ideas. Such songs are a specific document of the era, performing a cognitive and educational function in various manifestations – historical, ideological, ethical, artistic and aesthetic" [397].

In Western pedagogy, the method of "silence" (Silent way), proposed by the representative of cognitive science K. Gattenyo in the mid-60s of the twentieth century, is quite effective in the process of learning foreign languages. Its essence is that "in contrast to the traditional reproduction of certain phrases following the teacher, the "Silent Way" method aims at study in silence, activating mental process and speech creativity of the student" [398]. This method uses the associative thinking of students, which should activate their mental activity. For example, at elementary levels, a teacher uses complex color tables at which each color or symbol represents a certain sound, and thus presents new words: a red square means the letter "с" green "т", blue – "і", yellow – "л" (together the word *"стіл"*). Manipulating all these squares, sticks and similar symbols in the learning process, a student approaches the intended goal, processes and masters new material. In addition to cards, you can use slides, tables, or any other handout.

Within this method, you can read the text and ask students to express their views on the events described or write a story plan (this task can be done in pairs or in groups).

Another metjod is, for example, the following tasks: "Describe the way to the university", "What did you see during a walk in the park?" Possible constructions of answers: *"Я бачив клумби з квітами / фонтан / дерева"*, *"Я запізнився на заняття, тому проспав / переплутав дні занять / забув телефон і повертався..."* etc. Such exercises should be used for revising, for example, verb tenses. Comments are given after the student expresses his opinion.

It seems that the "Silent way" method is optimal and suitable for learning Ukrainian as a foreign language. It will help students to form skills of independent work and a sense of responsibility in the practical application of the language they are learning.

Under a globalized society, an effective means of increasing cognitive interest in learning Ukrainian as a foreign language is the use of innovative technologies in education. One of such innovations is an interesting and meaningful modern design method, with which you can perform many tasks. For example, students can be asked to make PowerPoint presentations "My hometown", "Nature of my homeland", "National costume", "My Ukrainian friends", "Virtual tour of the cities of the world, etc. In addition, the same presentations can be offered in Ukrainian and in the main subjects of their specialty, such as: "Banking system of Ukraine", "Monetary system of my country", "Natural resources of my homeland", "Climate of my country" etc.

It is known that the so-called "Language Clubs" are very popular in the process of learning foreign languages (English, German, Polish). It may be also appropriate to create such a club for foreign students studying Ukrainian.

Recently, distance learning has been used quite effectively, which has become especially common in today's difficult conditions. Successful online training requires the ability to connect to the Internet on various platforms: ZOOM, Teams, Moodle, etc. Such training is carried out with the help of training systems (textbooks) in the local mode (with the support of computer programs based on hyper technology) and with the use of various distance learning technologies. Didactic materials can be sent via e-mail or from various web-pages, where the teacher can post various educational materials: lectures, presentations, thematic tests, presentations, videos, etc.

Thus, in the modern world, the role of Ukraine in the world is growing. Increase in integration processes contributes to the fact that our country is visited by many foreign tourists, quite often foreigners choose Ukrainian universities for their studies. Accordingly, the need to study the Ukrainian language by representatives of other ethnic groups is going up. Having analyzed different teaching methods, we came to conclusion that in the modern educational process, both traditional and innovative methods are used. One of the significant options to increase cognitive interest of

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[397] BALANDINA, N., BOLOTNIKOVA, A. Polish-Ukrainian song "Hej, sokoły!" ("Hey, Eagles!") as an intercultural communicative phenomenon. Przegląd wschodnioeuropejski XI/1. 2020. P. 231-232.
[398] Silent way. URL: http://www2.vobs.at/ludescher/Alternative.

foreign students is the use of innovative technologies that not only have a positive impact on the quality of language training, but also effectively develop students' ability to master the Ukrainian language as a foreign language.

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