FEATURES OF TEACHING UKRAINIAN AS A FOREIGN LANGUAGE

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INTRODUCTION

In the modern educational paradigm, the role of student and teacher mobility is growing in the conditions of general mobilization of the world. Ukrainian education is no exception. According to the Strategy of the State Migration Policy of Ukraine for the period up to 2025 (STRATEGIYI, 2017), one of the strategic goals is to ensure the successful integration of foreigners legally staying in Ukraine into Ukrainian society. The realization of this goal involves the introduction of training courses for foreign students to study Ukrainian as a foreign language.

Effective, modern, technologically and methodologically high-quality planning and conducting of such courses will help to expand the opportunities of foreign students to study, their better realization of their professional skills in the labor market, gives greater opportunities for self-realization and communication opportunities (ZHERNOVA, 2018; CHATTERTON, GODDARD, 2000). For teachers, this is primarily an increase in professional competence, and education acquires the features of internationalization as a factor in shaping the global foundations of higher education. The introduction of such training courses and their continuous improvement should also contribute to the implementation of cross-cultural programs (ČUHLOVÁ, 2019; CULLEN, 2017). In the process of teaching foreign students, it is important not only to work on the formation of specific skills and abilities of the general linguistic plan, but also to form skills at the level of intercultural communication, mastery of socio-cultural and linguistic-cultural knowledge and skills. In the process of teaching, one should also pay attention to the peculiarities of national education systems, teaching guidelines, gender specifics, as well as the assessment system. This can cause additional difficulties in learning Ukrainian as a foreign language. Work on the curriculum of learning Ukrainian as a foreign language requires constant improvement, optimization and selection of those educational approaches and teaching methods that would be positively assessed by students.

Aims

The purpose of the article is to study the effectiveness and establish the features of the study of Ukrainian as a foreign language by students included:

- determining the effectiveness of teaching the Ukrainian language as a foreign language, taking into account its specifics by including in the course components of intercultural education;

- research of qualitative and quantitative indicators of intensification of Ukrainian language proficiency as a foreign language through the use of pedagogical technologies of activation and intensification of students' activity;

- detection difficulties encountered in learning Ukrainian as a foreign language, and to track changes in students' attitudes toward them during their studies.

- analysis of the dependence of student performance within the study course, its evolution (to increase) during the experiment.

MATERIALS AND METHODS

The experiment was implemented during the 2019-2020 academic year for foreign students of Kamyanets-Podilsky National University named after Ivan Ogienko (Ukraine). Opportunities were involved in the experiment Jordan-Ukraine Friendship Society, the Association of Alumni of Former Soviet Universities and the Center for Cooperation and Partnership of Foreign Students at the University (K-PNU named after Ivan Ogienko).

All participants in the experiment are foreign students from the Middle East, had experience of learning a foreign language, and did not speak Ukrainian. These are first-year students of medical specialties. All participants in the experiment voluntarily agreed to participate in the experiment. All respondents were provided with anonymity.

The method of the experiment was the main one in the work, it helped to identify the features (advantages and difficulties of learning Ukrainian as a foreign language); made it possible to determine the effectiveness of learning Ukrainian as a foreign language in terms of studying in a Ukrainian higher education institution by qualitative and quantitative characteristics. This involved the use of comparative operations, which revealed the respondents' assessment of problems and expectations of students regarding the course of the Ukrainian language as a foreign language, learning performance, problematic issues in this area, and considered changes in learning outcomes at different stages of the experiment.

Also during the research the descriptive method was used as a way of step-by-step fixation of the experimental materials, the course of the experiment, the actual presentation of the conditions and results of the research, during the work the questionnaire method was also used to compare.

In order to determine the specifics of teaching Ukrainian as a foreign language, the experiment was carried out in stages.

1. Stage. It was planned to organize 2 study groups to study Ukrainian as a foreign language. Preliminary training of the educational and pedagogical staff, which was planned to be used in the experiment, was carried out; educational materials were collected and systematized.

2. Formed 2 groups of students to study Ukrainian as a foreign language. In both groups, first-year students studied at the first (bachelor's) level of education in medicine.

3. The time of the experiment was determined to be 1 academic year, in both groups training was conducted at the rate of 4 hours per week of practical classes and seminars, as well as 8 hours - independent work. 4 hours were allotted for consultations and examinations per semester.

4. The level of problems in the process of learning Ukrainian as a foreign language was monitored and measured. To do this, regular questionnaires are conducted: at the beginning of training, before modular control 1 (mid-semester) and at the final stage of the experiment (before modular control 2 (end of the semester).

5. At the final stage of teaching Ukrainian as a foreign language, the results of the experiment were interpreted, the effectiveness of intercultural education as a component of the course of Ukrainian as a foreign language was determined.

Disadvantages and difficulties encountered by a group of researchers during the experiment: the reasons for choosing the answer are not identified, the learning process takes a long time (during the school year (2 semesters), the research group takes a passive position as an observer; there is no possibility to conduct in-depth qualitative research.

LITERATURE REVIEW

Studies of the peculiarities of learning a foreign language in the modern educational process and its features were conducted in pedagogy (KÖKTÜRK, 2012; KARPUSHYNA, 2019). The problematic range of issues was also extremely wide. Ways to increase motivation to learn a foreign language were considered (HOWLETT, WAEMUSA, 2019), modern digital technologies as a platform for learning foreign languages (MASON, 2006; MYKYTIUK, 2020). This includes working with social networks (AHMAD, 2016; FARYADI, 2017), mobile applications (DIZON, 2018) in combination with traditional language learning methods (RABABAH, 2020). Inclusion in the process of learning intercultural education also makes language learning more effective, which allows intensifying intercultural communicative competence and facilitating the learning process (VOINEA, 2012). There are also studies that emphasize the peculiarities of learning foreign languages by bilinguals (VEERA, PIETILÄ, 2018), which identified ways to increase the effectiveness of learning through the activation of metallurgical knowledge (CALAFATO, 2019). Some attention was paid to the formation of educational materials, administrative guidelines to be adapted to modern requirements of higher education (FRITZ, 2002; KUZMINA, 2020), postmodern ideology, which is now dominant in the space of foreign language learning.

Given the growing relevance of the course of Ukrainian as a foreign language, it is worth exploring the potential and characteristics of the experience of modern high-tech advanced methods of learning a foreign language, which can also help create new learning approaches to mastering Ukrainian as a foreign language, will increase speech skills, opportunities for successful communication, as well as to expand the range of knowledge about the culture and traditions of the country where the training takes place.

RESULTS

Within the framework of the program of teaching the Ukrainian language as a foreign language in higher education institutions in Ukraine, there is a need to form approaches to teaching the Ukrainian language, taking into account its specifics. Peculiarities of perception of foreign students of the process of learning the Ukrainian language, application of different approaches to teaching and intercultural education as a structural component of the studied discipline are considered. All this will contribute to the implementation of the program for adaptation and training of foreign students in Ukrainian universities.

The leaders of the experiment grouped students into several control groups, where 1 (G1) group studied according to traditional methods (involving traditional pedagogical technologies, explanatory and illustrative learning technologies, based on didactic principles of teaching), 2 group (G2) (studied Ukrainian as a foreign language based on the use of technologies to intensify and intensify student activities), both groups had the same number of study hours to study the Ukrainian language; the groups conducted a preliminary questionnaire, then a survey after the end of the 1st semester and at the end of the experiment. All this involved assessing the level of knowledge and skills acquired during training, using different teaching methods. In fact, the students involved in the experiment found themselves in a situation where they needed to learn the Ukrainian language.

In order to intensify the study of the Ukrainian language, foreign students were organized into groups, a curriculum with an elective course was created, students were offered a group using pedagogical technology based on intensification of student activities and principles of intercultural education and a group based on traditional, standard work program, didactic principles in teaching. Study group 1 consisted of 18 participants, and group 2 - 20 people. Group 1 - students from the Middle East study a foreign language according to traditional methods (2019, 2020). Group 2 - foreigners from the Middle East learn a foreign language using innovations and principles of intercultural education (2019, 2020).

Prior to the start of the study, a preliminary survey of students who participated in the training experiment was conducted. The question was asked: *"In your opinion, what difficulties can you face while studying Ukrainian as a foreign language in your higher education institution"?*

A. *Confusion and the complexity of the Ukrainian language system in the study of different levels of language;*

B. *Impossibility of speech practice in a private environment;*

C. *The method of language learning proposed by the teacher is not suitable; there are no components of intercultural education;*

D. *Failure to get a high grade, too complex control system.*

Students provided answers about possible difficulties in mastering the curriculum in Ukrainian as a foreign language.

1. Methodological and pedagogical (chosen by the teacher methodology, individual characteristics, lack of intercultural education) - 70% of respondents.

2. Questions of studying foreign phonetics, vocabulary, grammar, syntagmatics - 69% of respondents.

3. Speech activity - speaking, listening, reading, writing (lack of language environment outside of learning) - 35%.

4. The problem of control and criteria for assessing the level of foreign language proficiency (impossibility) - 16.5%.

Table 1. Difficulties faced by students in learning Ukrainian as a foreign language (Author's work).

Group number	Methodical and pedagogical	Linguistic and theoretical	Speech Activity	Control problems
Group 1	69%	76%	38%	17%
Group 2	71%	63%	33%	16%

Source: Search data.

Calculations show the percentage of respondents who answered yes to the questionnaire.

The formula for calculating interest is chosen for the calculation.

$$P = \frac{n}{N} * 100\%$$

where

n - the number of respondents who answered in the affirmative,
          N - total number of respondents.

At the end of the experiment, participants were offered another questionnaire, which consisted of 4 problem items and questions:

What prevented you from learning the Ukrainian language? The problems should be evaluated in the sequence from the highest to the lowest (from 1 to 4 points).

1. *Lack of intercultural education, insufficient intercultural skills (methodological and pedagogical).*

2. *It is difficult to perceive grammatical, phonetic, lexical features of the Ukrainian language. I am confused all the time (linguistic-theoretical).*

3. *I do not have the opportunity to use the Ukrainian language in everyday communication (speech activity).*

4. *High requirements for the level of proficiency in the Ukrainian language, a complex evaluation system (control problems).*

Respondents gave the highest score of item 1 and item 2 (more than 60%), the average number of points (34%) to item 3, the lowest scores were given in item 4 (20%). Translated these figures

into percentages (according to the formula shown above). It was also proposed to identify a special individual problem in the study of Ukrainian as a foreign language.

Table 2. Assessment of difficulties before modular control 1 faced by participants of experimental groups (%) (Author's work)

Group number	Methodical and pedagogical	Linguistic and theoretical	Speech Activity	Control problems
Group 1	65%	72%	36%	17%
Group 2	70%	58%	27%	12%

Source: Search data.

According to the results of the survey, according to all respondents, the greatest difficulties were caused by grammatical, morphological and phonetic components of the language system. Arabic-speaking students had special difficulties with cases and declension of nouns, the concept of "middle gender" and patterns of gender (cases and declension - 83% of respondents; middle gender).

Participants of the experiment during training were placed in a situation where preference was given to the Ukrainian language as one that is more appropriate in a particular communicative situation, and was used not only during the educational process of learning Ukrainian as a foreign language.

First, students had to feel the need to learn the Ukrainian language, which is actively used in the environment where they live and study. Ukrainian is the main in the whole complex of communicative situations.

Students were given the opportunity to test their acquired speech skills in practice. In the experimental group, students could independently correct each other's mistakes, choose speech scenarios according to the communicative situation, and independently determine the rules of intercultural relations. Active audiovisual teaching materials developed by teachers of the school actively facilitated this.

During the training, both groups were offered different levels of tasks. These are auditions and translations, their further group analysis. We offered texts of classics of Ukrainian literature, gave options for translation, analysis, discussion. It was suggested that the text be translated from Ukrainian into the native language (Arabic), if possible, then translated into English, and then again into Ukrainian. The obtained translations were compared, discussed, and errors were analyzed. For example, this technique was used to translate selected texts from Oles Honchar's short story "Mountains Sing".

The experience of using the opportunities of social networks and media from social networks used to learn Ukrainian as a foreign language was also used. Posts from Twitter, Facebook, etc. are actively involved. In the experimental group, communication on social networks in Ukrainian groups and chats was encouraged; posts on Twitter were made in Ukrainian and related to the problems of cultural knowledge exchange and cultural education. Ukrainian holidays of Ivan Kupala, Easter, Christmas, in particular, were discussed.

The specifics of the experimental group's work also included increased attention to intercultural education, acquaintance with typical scenarios of communication in everyday situations in Ukraine. This is primarily the ability to build situational syntagmatic sequences, to behave correctly in cross-cultural situations, to be able to choose the right speech genres and behavioral scenarios and successfully implement them. For example, dialogues that take place in typical situations in everyday life and learning according to the model of communicative scenarios were played out and then analyzed. For example, the topics "Supermarket", "Transport", "Hospital", "Restaurant", etc. Students were offered cards with initial lines of dialogue and further instructions on how to develop the action, and participants were grouped together to continue and successfully complete the dialogue. After this, all the errors were analyzed,

In addition, a special feature of the study of Ukrainian as a foreign language in both groups was the desire during the teaching of the course of vocabulary and grammar of one language through comparison with other languages. The knowledge that was already there and that that

was acquired while learning English. For example, in Arabic, which belongs to the languages of the peoples of the Middle East, the category of number is expressed by singular, double and plural. Therefore, some collective numerals "both", "both", "both"; as well as an explanation of the category of numerical nouns "pair of boots", but "pair in love" and paired nouns, which can be used only in the plural "gate", "jeans", "scissors". All this allowed us to draw parallels with the Arabic concept of duality and those forms that are traditionally difficult to give to speakers of Arabic languages. Thus, students had to translate sentences where such nouns and numerals were used in different cases, genders, and numbers (if possible) and analyze differences and similarities. Also in this context, both groups were given Ukrainian phraseology, for example, "two boots - a pair", "go to the movies for a couple" and so on.

In the conditions of mostly distance forms of education caused by quarantine measures in Ukraine, students actively used the Internet resources with a sufficient information content base of free Ukrainian online podcasts (BBC Ukrainian News Project, Radio Svoboda (in English and Ukrainian), Internet resources "Official Site of the Ukrainian Language", "Studway", etc.), which create favorable conditions for improving skills listening to improve speaking, listening and listening skills in Ukrainian.

Table 3. Estimation of difficulties before modular control 2 faced by participants of experiment (%) (Author's work)

Group number	Methodical and pedagogical	Linguistic and theoretical	Speech Activity	Control problems
Group 1	62%	67%	32%	15%
Group 2	68%	52%	21%	7%

Source: Search data.

In the body of general disciplines mastered by foreign students within the chosen field, the study of Ukrainian as a foreign language occupies an important place. The curriculum of higher education institutions provides for a large part of classroom and independent work, where an important role is played by the focus on the most effective and efficient learning of the main language of instruction and communication. At this level of the experiment, the research group was interested in the intensity of knowledge acquisition, also considering the inclusion of elements of intercultural education. The focus at the stage is student success and performance (positive result, increase in positive grades, if any). High marks in Ukrainian as a foreign language are the result of considering the specifics of foreign language study of Slavic students, intensive independent work and implementation of pedagogical measures to enhance students' learning activities, as well as self-improvement of their own speech activity and communicative competence.

At the beginning of training, the desire to involve in the learning process a component of intercultural education, focused on obtaining a quick and tangible result. Students will be able to communicate in everyday life and study successfully and effectively in the future. The experiment also involves the formation of a set of knowledge and skills, which considers the external conditions of a successful learning process. Before the experiment, a curriculum was developed, previously discussed with groups of students and made certain adjustments that take into account the specifics of learning Ukrainian as a foreign language.

At different stages of training, the use of different forms and methods of presenting material was provided, texts of mass media character were involved, author's texts were created, and a group of teachers created additional didactic material and collected the necessary corpus of texts of different genres and styles. Students freely used everything during their studies and independent work. External conditions and teaching aids were also important factors that determined the effectiveness of learning Ukrainian as a foreign language. As you can see, if the specifics of learning Ukrainian as a foreign language and a combination are properly considered all the above components of learning, the experiment can be successful and show the effectiveness of foreign students learning the Ukrainian language, taking into account the principles of intercultural education. The experimental group was provided with the maximum possible level of independence, a variety of tools and forms of education, activity in communication was encouraged, and a sufficient degree of freedom of activity and creativity was established. Moreover, studying in higher education institutions in Ukraine requires the ability to navigate well in socio-cultural and administrative discourses, everyday situations and

learning - and thus communicate well in Ukrainian. At the final stage of the experiment, students in both groups were offered a series of suggestions, which they had to agree to (answer "yes" or "no"). Results are presented as a percentage (%)

Table 4. Assessment of the need to introduce intercultural education as a component of the course "Ukrainian as a foreign language", author's development.

№	Suggestions		So
1	I would like to continue teaching intercultural competence within the discipline "Ukrainian as a foreign language"	G1	45%
		G2	68%
2	You should be informed about foreign culture	G1	71%
		G2	87%
3	The study of national traditions and cultures increases the tolerant attitude of foreign students	G1	34%
		G2	40%
4	Foreign language should be taught in combination with the study of foreign culture, communication scenarios	G1	25%
		G2	43%
5	A teacher of the Ukrainian language for foreigners should create a positive image of their own national culture	G1	54%
		G2	79%
6	Intercultural education does not affect the quality and intensity of language learning	G1	32%
		G2	12%

Source: Search data.

Thus, at the final stage of learning Ukrainian as a foreign language, the majority of respondents agreed with the need to introduce a component of intercultural education in the structures of the Ukrainian language course, but most positive assessments in the group where the component was introduced intercultural education. At the final stage, the results of control tests were compared, which were carried out at the beginning of the course, as well as at the end of Module 1 (mid-semester) and Module 2 (final).

The performance of students in both groups was evaluated according to a number of criteria. Knowledge of grammatical, syntagmatic, lexical structures, the ability to use them in writing and during speech. The ability to translate texts (written and audio) and discuss them was also taken into account.

Table 5. Preliminary testing. (Author's development)

	Unsatisfactorily	Satisfactorily	Okay	Perfectly
Group 1	8%	33%	45%	14%
Group 2	11%	35%	42%	12%

Source: Search data.

Table 6. Test 1. (Author's development)

	Unsatisfactorily	Satisfactorily	Okay	Perfectly
Group 1	6%	32%	47%	15%
Group 2	7%	33%	46%	14%

Source: Search data.

Table 7. Test work 2. (Author's development)

	Unsatisfactorily	Satisfactorily	Okay	Perfectly
Group 1	5%	32%	48%	15%
Group 2	3%	32%	48%	17%

Source: Search data.

At the initial stage, the difference in knowledge was at the level of error of 1% all students have an initial level of knowledge of the Ukrainian language.

Tests for Module 1 showed that both groups show an increase in language proficiency by 4% more than "good" and "excellent".

In the final control in group 2 there are 5% more grades "good" and "excellent", in group one there are 3% of grades "good" and "excellent" from the initial results. As you can see, the effectiveness increases in both groups.

DISCUSSION

The increase in the number of foreign students in Ukrainian higher education institutions (BILIANSKA et al, 2021) has helped to increase researchers' attention to the problems and peculiarities of teaching Ukrainian as a foreign language. There is not yet a large number of works that would describe such pedagogical experience, but there are a number of extremely promising explorations. The main direction in the study of Ukrainian as a foreign language is the work that sees the specifics of teaching a foreign language in higher education in the mandatory involvement of the full potential of intercultural education (Petrenko et al, 2020; Bilyalova, 2017), leading to intercultural communicative competence, faculty members and students praised the introduction of the intercultural education component. Namely, this is a condition for effective and holistic language acquisition. This study also confirmed the positive attitude of students to teaching in the course of the Ukrainian language as a foreign element of intercultural education. More than 60% of respondents approved the introduction.

The study of ways to learn a foreign language with the involvement of modern digital technologies, social networking and Internet communication has been considered in a number of works (ALFARWAN, 2019; DZVINCHUK, 2020; KOSTIKOVA, 2019). This is primarily a question of the need to use social platforms for the development of speech activity and the formation of communication skills of students in the process of learning a foreign language. In fact, the increase in the number of "good" and "excellent" grades indicates a positive experience of involving the potential of social networks in the educational process (Twitter, Facebook, etc.) is a necessary condition for the effective study of the Ukrainian language as a foreign language.

Promising research direction is the consideration of the features of distance learning of the Ukrainian language as a foreign language (BILIANSKA et al, 2021). The development of this area was facilitated by the need to use distance learning, dictated by the conditions of quarantine. Among the problems listed were technical and educational, as well as difficulties with assessment and complex choice of teaching methods, reformatting of curricula and administrative documentation. In fact, in this study, the respondents named the problems of methodological and theoretical nature, as well as active work on the formation of curricula and materials, which provided for their use under different conditions of implementation of different forms of learning.

CONCLUSION

Based on the experiment, it was established that learning the Ukrainian language as a foreign based on the use of technologies of activation and intensification of students' activities is quite effective and takes into account the peculiarities of learning the Ukrainian language as a foreign language. The number of positive evaluations in the experimental group at the final stage of the experiment increased by 5%. Foreign students also positively assessed the introduction of intercultural education as a component of the training course on learning Ukrainian as a foreign language (G1 - 45%, G2 - 68%). Effective teaching of the Ukrainian language is possible and desirable for foreign students. The learning process is easier and more successful because it creates a favorable learning environment for students. We attribute it to the fact that one of the features of learning foreign languages is to attract the potential of intercultural education and create a positive image of language and culture through the active work of teachers and administration. In the course of training the own system of estimations of problem places in training is developed, and the system of skills and abilities in mastering of the Ukrainian foreign language is developed. It is also necessary to stimulate the active

participation of students in the educational process in order to improve communication skills, the formation of language and cultural competencies.

It was found that success depends on the degree of its activity, involvement in the educational process. The following shifts were found during the experiment: Control group (G1) in the final stage showed an increase in success by 3%, and the experimental group (G2) increased overall increase the level of foreign language proficiency by 6%. The main problem positions (difficulties) identified by the participants of the experiment are also identified. Group 1.Methodical and pedagogical (62%); linguistic and theoretical (67%); speech activity (32%); control problems (15%). Group 2. Methodical and pedagogical (68%); linguistic-theoretical (52%); speech activity (21%); control problems (7%). The results obtained during the study raise the problematic issues of intensification and adaptation of courses on the study of Ukrainian as a foreign language to the needs of students. It is necessary to work on the development of both holistic courses and individual innovative practices that take into account modern innovative pedagogical approaches, take into account the educational potential, and needs of the educational institution. Successful practices that take into account the peculiarities of teaching Ukrainian as a foreign language should be further studied and researched.

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Features of teaching Ukrainian as a foreign language

Características do ensinar ucraniano como língua estrangeira

Características de la enseñanza del ucraniano como lengua extranjera

Resumo

O objetivo da pesquisa é estabelecer eficiência e determinação das características do ensino ucraniano como língua estrangeira. A principal hipótese é que envolver uma série de abordagens de aprendizagem baseadas na ativação e intensificação das atividades dos alunos e o componente da educação intercultural aumenta o sucesso, reduz a gama de dificuldades e problemas enfrentados pelos alunos no processo de aprendizagem ucraniana como língua estrangeira. O método principal do estudo é o método de experimento. Auxiliares do experimento pedagógico deram métodos de observação e questionários. Foram utilizados métodos estatísticos para avaliar os resultados do experimento. A direção promissora no futuro é a direção da atenção e das atividades da pesquisa sobre as formas de formação de habilidades e habilidades do ucraniano como língua estrangeira, o processo de formação de competência comunicativa, que envolve criar condições didáticas e psicológicas favoráveis para o aprendizado de línguas estrangeiras.

Abstract

The purpose of the research is in establishing efficiency and determination of features of teaching Ukrainian as a foreign language. The main hypothesis is that involving a number of learning approaches-based activation and intensification of students' activities and the component of intercultural education increases success, reduces the range of difficulties and problems faced by students in the process of learning Ukrainian as a foreign language. The leading method in the study is the method of experiment. Auxiliary to the pedagogical experiment gave methods of observation and questionnaires. Statistical methods were used to evaluate the results of the experiment. The promising direction in the future is the direction of research attention and activities on the ways of forming skills and abilities of Ukrainian as a foreign language, the process of forming communicative competence, which involves creating favorable didactic and psychological conditions for learning foreign languages.

Resumen

El objetivo de la investigación es establecer la eficiencia y la determinación de las características de la enseñanza ucraniana como lengua extranjera. La hipótesis principal es que la participación de una serie de enfoques de aprendizaje basados en la activación e intensificación de las actividades de los estudiantes y el componente de educación intercultural aumenta el éxito, reduce la gama de dificultades y problemas que enfrentan los estudiantes en el proceso de aprendizaje de Ucrania como lengua extranjera. El método principal del estudio es el método de diseño. Los auxiliares del experimento pedagógico dieron métodos de observación y cuestionarios. Se utilizaron métodos estadísticos para evaluar los resultados del experimento. La dirección prometedora en el futuro es la dirección de la atención y las actividades de investigación sobre las formas de formación de habilidades y habilidades de ucraniana como lengua extranjera, el proceso de formación de la competencia comunicativa, que implica la creación de condiciones didácticas y psicológicas favorables para el aprendizaje de idiomas extranjeros.

Palavras-chave: Língua ucraniana. Língua estrangeira. Educação intercultural. Habilidades de comunicação. Tecnologias pedagógicas.

Keywords: Ukrainian language. Foreign language. Intercultural education. Communication skills. Pedagogical technologies.

Palabras-clave: Ucraniano. Lengua extranjera. Educación intercultural. Habilidades de comunicación. Tecnologías pedagógicas.