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**INNOVATIVE ANSÄTZE ZUR PERSÖNLICHEN
ENTWICKLUNG UND VERBESSERUNG DER
GESUNDHEIT**

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KAPITEL 10 / CHAPTER 10
**ORGANIZATIONAL AND METHODOLOGICAL MODEL OF TEACHING
THE UKRAINIAN LANGUAGE TO FOREIGNERS AT THE PRE-
UNIVERSITY STAGE OF LANGUAGE TRAINING**

(from the experience of the Preparation Center for Foreign Citizens of ZSMU)

*ОРГАНІЗАЦІЙНО-МЕТОДИЧНА МОДЕЛЬ НАВЧАННЯ УКРАЇНСЬКОЇ МОВИ ІНОЗЕМЦІВ НА
ДОВУЗІВСЬКОМУ ЕТАПІ МОВНОЇ ПІДГОТОВКИ*

(з досвіду роботи Центру підготовки іноземних громадян ЗДМУ)

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Introduction.

As a result of globalization process and the information revolution in the field of education, higher education institutions face new challenges related to the active introduction of promising educational models of teaching into the learning process. In these new conditions of development of higher education, the problem of improving the quality and effectiveness of teaching a foreign language to foreigners at the language departments of non-philological higher education institutions of Ukraine and the strategy of a systematic approach to teaching and methodological support of the learning process is the subject of many practical methodologists. The matter of effective and optimal organizational and methodological models of teaching Ukrainian as a foreign language at the pre-university stage of preparation is also actualized, which in turn sets the task of creating a teaching and methodological complex in this discipline.

In scientific research, the question of particular components of the educational process is important. This question is investigated in the scientific works of A.M. Aleksyuk, S.Yu. Goncharenko, L.I. Vasetskaya, V.A. Kozakov, P.I. Podkasisty and others. Peculiarities of creating the educational and methodological complex of the discipline "Ukrainian as a foreign language" are considered and described in the scientific works of Kozyreva N.Yu., Demyanova O.G. Conceptual approaches to the creation of the TMC in Ukrainian as a foreign language are covered in the scientific works of U. Solovii and G. Ivanyshyna. The methodology and ways of creating TMCs, organization of learning process using the latest computer technologies are described in the works of T.A. Dmytrenko, L.I. Vasetska. The problem of designing and developing TMCs was studied by such scientists as A.I. Arkhipova, S.P. Hrushevsky, O.Yu. Sigzanova, V.V. Sharavin and others.

The view on the teaching and methodological complex as a pedagogical system is typical for V.P. Bezpalko, Yu.G. Tatur. Such authors as O. Zhornova, L. Vavilova, S. Kyrylchenko paid attention to the problems of scientific and methodological support of the learning process in higher education.

Ya.O. Chepurenko considers the teaching and methodological complex as a system of didactic teaching aids in a particular discipline, the purpose of which is the full implementation of educational tasks formulated by the curriculum of the discipline.

According to I. Shalygina, the TMC is a so-called scenario of training future



specialists in a certain discipline, a "road map" for mastering the state educational standard.

The attractiveness of learning and the quality of education of foreigners at the pre-university stage of preparation in Ukraine are provided by the material, technical and intellectual resources of higher education institutions. The efficiency and rationality of the organization of learning process should be based, firstly, on clear normative, educational and methodological principles, secondly, on the didactic coordination of language learning at the pre-university stage and in the first year of higher education, thirdly, on harmonization of the curricula in the Ukrainian language for the pre-university stage and the main stage of foreigners' preparation, and, finally, on taking into account the contemporary educational needs. In accordance with these requirements, an organizational and methodological model of teaching the Ukrainian language in the Preparation Center for Foreign Citizens of ZSMU is being built.

10.1. Conceptual characteristics of the organizational and methodological model of teaching a non-native language to foreigners at the pre-university stage of preparation.

Conceptual characteristics of this model include efficiency, dynamism and adaptability, accessibility and mobility of implementation, high information value. Dynamics and adaptability are manifested in a consistent and rapid response to all educational challenges of today, as well as in the active introduction of promising innovations into the educational process which make it possible to implement new interactive teaching methods and are based on modern technical teaching aids, modern pedagogical technologies. A modern learning model cannot be built without effective technical means such as personal computers, SMART TV panels, interactive projectors with interactive whiteboards, etc. But of course, technical support solely is not enough to ensure the effectiveness of the learning process.

The methodological base and level of training of teachers, which are the center of the entire educational paradigm, still remain the main organizing component in the educational model. Availability and mobility of its implementation determine the possibility of easy access to all educational, normative and methodological components of this model with their subsequent use as all materials and work scenarios needed are posted on the website of the language department or language preparation center, as well as on the website of the higher education institution. It is all these principles of building an educational model that help to achieve positive results in the teaching of foreigners.

10.2. Tasks of the organizational and methodological model of teaching at the pre-university stage of preparation.

Organizational and methodological model of teaching at the pre-university



stage of language training should carry out the following tasks:

1) to form the communicative competence of foreign students, that is, to develop the ability of foreigners to engage in all types of speech activity using Ukrainian language;

2) to form general professional competence in the context of future professional activity, that is, to master the language of the specialty on the basis of general scientific disciplines (for example, in the Preparation Center for Foreign Citizens of ZSMU on the basis of physics, mathematics, biology, chemistry, computer science);

3) to form socio-cultural competence within the context of social and cultural adaptation of foreigners to new living and learning conditions in Ukraine and to the national education system.

In accordance with these tasks, the content of the Ukrainian language course and its structure is determined on the basis of such aspects of learning as common literary language or neutral speech style (CLL), scientific speech style (SSS) and realization of conversational practice in the socio-cultural aspect.

All aspects of the Ukrainian language course are explained in the methodological materials which are presented in the formats of teaching and methodological complexes (paper and electronic version) on the Ukrainian language: neutral, scientific style of speech and on country studies.

The teaching and methodological complexes (or TMCs for short) are represented by blocks of materials of methodological and didactic, educational and instructive character.

10.3. Principles of creating a teaching and methodological complex

There are several mandatory elements in each of the components of the complex: firstly, the continuity of educational targets and objectives with their consequent complication in accordance with the levels of language training (A1, A2, B1); secondly, a single set of requirements for the level of knowledge and skills of foreign students and, thirdly, clear and transparent assessment criteria on a national 5-point rating scale.

TMCs allow foreign students to carry out learning activities more effectively because they are able to do the following in advance:

- to familiarize themselves or work with the educational material given in a more comprehensible variant according to their level of preparation;
- to familiarize themselves or work with the modification of the already learned and processed educational materials, which, in the opinion of foreigners, are more understandable, interesting or better adapted to their level of language preparation;
- to work with language and speech simulators in a computer class or with electronic versions on their personal computers;
- to address to the materials already covered in order to fill gaps in knowledge and really develop language and speech skills that were not laid



down during the practical class.

TMCs allow the teacher to provide high quality professional (methodological) training of teachers of Ukrainian as a foreign language. The teacher has a perspective vision of how the whole educational process in his group should be organized taking into account the peculiarities and skills, the level of language training of their group, differentiated methodological presentation and content of learning material, as well as realization of the principle of creativity and rationality in creating their own methodological works on the basis of provided materials. The teacher has the opportunity to use the most optimal methods, techniques and forms of work (for example, to choose between traditional and non-traditional forms of lessons on the basis of different visualization formats).

4. Classification of practical classes by type of visual aids.

Here are some examples of classification of practical classes according to the classical logical and structural scheme of holding but on the basis of different formats of visual aids and technical support:

- lessons with the use of visual aids presented on paper;
- lessons with the use of presentations or media presentations;
- lessons with the use of an interactive whiteboard or personal computers needed to access Internet resources as a source of educational materials;
- lessons based on audio or video blocks;
- lessons based on cases of problematic speech situations presented in audio or video form.

Non-traditional forms of holding practical language classes, such as: lesson-excursion, intellectual game lesson, lesson-dispute, Olympiad lesson, are gaining popularity; they use all the above types of visual aids and technical support but other methods and techniques of teaching, other logical and structural schemes of organization of such classes.

10.5. Characteristics of the methodological component of the model of teaching language to foreigners.

Thus, the methodological component of the model of education at the pre-university stage should be characterized by:

- diversity and variability, ability to modify the educational material;
- compliance of levels of language preparation (levels A1 and A2, B1) of foreign students with the requirements of new educational programs and European standards;
- complexity of presentation of the educational material according to the ranking, priority and dominance of the type of speech activity needed to achieve success in the formation of skills and abilities in all types of speech



activity of foreign students;

- the optimal ratio of learning, didactic and educational tasks needed in order to meet the educational, developmental and instructional targets.

10.6. Tasks of the teaching and methodological complex.

TMCs on the discipline «Ukrainian as a foreign language» should carry out the following tasks:

- reflect the content component of the learning process in all aspects of the discipline;
- contain didactic material that is appropriate according to the stage of language learning, allowing to form the necessary level of language, speech and communicative competencies;
- give a foreigner the opportunity to check the effectiveness of their work, control and regulate their learning and cognitive activities at any time on their own;
- offer the most objective methods and forms of control, as well as provide assessment of knowledge and skills which is transparent, objective and understandable to the foreign student and include appropriate criteria for the above-mentioned assessment.

10.7. Structure of the teaching and methodological complex.

The structure of the TMCs can be presented in three blocks: 1) normative and methodological materials; 2) learning and information materials; 3) learning and methodological materials.

Block I includes normative and methodological materials that determine the basic requirements for the content and quality of language preparation of foreigners at the pre-university stage, for the forms and methods of teaching, for the methods of managing the educational process and its specific areas. This block consists of documents focused on the content of learning which are offered by the methodological office of the Ministry of Health of Ukraine, the scientific and methodological center at the Ministry of Health of Ukraine, the basic department in the discipline "Ukrainian as a foreign language", the methodological office of the higher education institution, education and scientific divisions of the higher education institution.

Block II includes educational and informational materials (work program, all types of plans: educational, calendar-thematic plan and plan of independent work of students, methodological provisions, instructions and lists of recommended information sources). These materials list and describe various sources of information that can be used by both teachers and students. Lists of sources should be known to students in advance and posted on the electronic information resources of the higher education institution.



Block III consists of learning and methodological materials. This is the most voluminous and significant part of the TMC for teachers and international students. This block, in addition to various and diverse learning and methodological materials, includes special electronic banks of learning materials such as cases of problematic speech situations, thematic video blocks, educational games, folders with thematic drawings, photos, with thematic music (songs); electronic speech trainings and language simulators. Thanks to these electronic materials, foreigners have the opportunity to study independently and improve themselves.

TMCs offer modern formats for the presentation of learning information – the synthesis of audio and video information. Such a variety of formats for the presentation of learning material ensures the implementation of the principle of educational process individualization as the personality structures of the foreign student are taken into account. According to the type of information reception (visual, audiovisual, etc.), as well as to the type of intelligence (verbal, mental, artistic, practical, etc.), the student is given the opportunity to choose the format of learning material that does not affect its content or volume, but leads to progress, productivity in learning and improvement of the quality of student's learning activities.

by type of information reception (visual, audiovisual, etc.), by type of intelligence (verbal, mental, artistic, practical, etc.)

Summary and conclusions.

Thus, the organizational and methodological model of teaching foreigners at the pre-university stage, according to the specifics of the contingent of foreigners, the peculiarities of the prolonged terms of the adaptation period, the forms and methods of teaching, as well as the specifics of tasks, undoubtedly, has its own characteristics and problems compared to language preparation at the advanced stage.

Firstly, there is the problem of coordination of pre-university preparation programs and the advanced stage of training (in particular, of the first year).

Secondly, there is the issue of unification of assessment requirements in the discipline, that is, the criteria for assessing groups of language and speech skills and abilities which are formed at the pre-university stage and then developed and improved at the advanced one (the main stage of language learning).

Thirdly, the problem of how to resolve the contradiction between increasing the requirements for the quality of education at the pre-university stage and the non-compliance of previous national levels of education with these requirements needs to be studied.

Finally, we must solve the problem of reducing the period of adaptation of foreigners to the educational system of Ukraine and overcoming the differences in the already formed learning skills in different contingents of foreign citizens. These differences force our teachers to pay special attention not only to the methodology of classes development, but also to the national mental characteristics of those we teach.



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