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ЗАСТОСУВАННЯ ОСВІТНІХ ТЕХНОЛОГІЙ У ВИКЛАДАННІ УКРАЇНСЬКОЇ МОВИ ЯК ІНОЗЕМНОЇ

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У статті розглянуто проблему формування мовної ідентичності іноземних студентів-медиків; підкреслено необхідність педагогічно обґрунтованого та раціонального впровадження сучасних інформаційно-комунікаційних технологій у процес вищої освіти. Висвітлено проблему вибору ефективних способів та інноваційних підходів, здатних конкурувати з традиційними методами подання навчальної інформації, доповнюючи та розширюючи їхній реєстр.

Автори обґрунтовують актуальність підвищення ефективності викладання дисципліни «Українська мова як іноземна» у закладі вищої освіти, реалізуючи завдання формування та розвитку комунікативної компетентності іноземних студентів. Реалізація зазначеної освітньої мети безпосередньо впливає на навчальний план і вибір педагогічних технологій, що сприяє підвищенню якості вивчення української мови. Особливий акцент зроено на поєднанні традиційних методів навчання з інтерактивними технологіями, якими займаються автори пропонованого дослідження. Інтерактивні технології вивчення української мови як іноземної спрямовані ними на засвоєння здобувачами вищої медичної освіти навчального матеріалу через комунікативну практику. Набуті практичні навички та компетентності можуть бути цінними не лише в процесі вивчення української мови, а й у їхньому соціальному та професійному спілкуванні.

Інтерактивні технології навчання базуються на діалогічних формах взаємодії між здобувачами освіти, в процесі якої вони розвивають навички співпраці; таким чином, вивчення української мови як іноземної, що є одним із варіантів реалізації комунікативного підходу в освіті, базується на активній взаємодії викладача та студентів, а також студентів між собою. Інтеграція інтерактивних технологій у викладання української мови як іноземної відповідає потребам сучасних здобувачів вищої освіти, підвищує наочність навчальної інформації та полегшує його сприйняття та засвоєння.

Ключові слова: українська мова як іноземна; комунікативна компетенція іноземної мови; іноземний студент освіти; підвищення мотивації; інтерактивні технології; гра; мала група; робота в парах.

Introduction. The globalization processes taking place in the contemporary world have made it possible to pursue education abroad. In these new circumstances, Ukrainian higher education institutions can no longer ignore internationalization as a global trend in social development. The contemporary education system urgently requires a fundamental overhaul of teaching methods, as educational trends are shifting toward openness, innovation, and interactivity, and technological teaching tools are developing rapidly.

The educational paradigm is rapidly changing thanks to the integration of educational technologies into the teaching process. This meets the needs of modern students, increases the transparency of educational material, and facilitates its perception and assimilation.

Among the promising ones, we consider the introduction of educational technologies into the educational process, which are gradually becoming a necessary and important component of the educational process in domestic higher education institutions.

Literature review. An analysis of recent research and publications indicates the interest of scientists in the application of educational technologies in the educational process. In contemporary science, researchers such as O. Goroshkina, M. Oliynyk, O. Pehota, L. Pirozhenko, O. Pometun, and others are engaged in the study of educational technologies. The use of interactive teaching methods has been studied by N. Kolomiyets, O. Korotaeva, T. Leshchenko, N. Suvorova, O. Shevchenko, and others. The works of T. Leshchenko, I. Svyrydenko, I. Sydorenko, M. Sidun, O. Shevchenko, and other scientists are devoted to interactive teaching technologies in language classrooms. In their publications, scientists attempt to analyze the concepts of interactive technologies, digitalization trends, and provide examples of their own practices in applying interactive methods and techniques in classes with foreign students. Thus, the methodological basis of modern technologies in education is in the process of active formation.

However, as an analysis of the scientific literature shows, the structure of interactive technologies for teaching Ukrainian as a foreign language has not yet been clearly defined, there is no uniform classification of interactive teaching methods, and the communicative and educational potential of interactive teaching methods has not been sufficiently explored.

Purpose of the study is to explain the essence of interactive educational technologies and the benefits of their use in learning Ukrainian as a foreign language by international students. Objectives: to interpret the linguistic status of the term «interactive»; to analyze and summarize existing interpretations of the term «interactive technologies»; and to identify the foundations for integrating interactive educational technologies into teaching Ukrainian as a foreign language.

Presentation of the main material. Interaction, according to O. Pometun and L. Pyrozhenko, is interaction, a dynamic between participants, exclusively with communication models, relationships, and role assumptions (*Сучасний урок*, 2004).

The interpretation of the concept of «interactive technologies» by various authors reveals both similarities and differences. O. Pometun and L. Pyrozhenko (Пометун, Пироженко, 2004) consider interactive technologies as a separate group of technologies based on the principle of multilateral communication.

N. Andrushchenko believes that the basis of interactive learning is the mastery of interaction in learning, and the components of interactive technologies include interactive teaching methods using technical means (computer support, etc.), methodological materials, etc. (Андрущенко, 2011).

We agree with the researchers' view that interactive learning technologies represent a specific form of organizing cognitive activity, the goal of which is to create comfortable learning conditions in which each student can experience success, develop their intellectual abilities, and acquire high-quality knowledge (Шевченко, 2020).

Interactive technologies for teaching Ukrainian as a foreign language are aimed at ensuring that students acquire teaching material through communicative practice. The acquired practical skills and competencies can be productive not only in the process of learning Ukrainian, but also in social and professional interactions (Шевченко, Кещенко, 2022).

According to V. Ovdiyuk, interactive teaching of Ukrainian as a foreign language is one of the possibilities for implementing a communicative approach to teaching, based on active interaction between the teacher and students, as well as between students (Овдіюк, 2017).

It is worth considering that the use of interactive methods in the process of teaching Ukrainian as a foreign language should be thoughtful, motivated, and carefully prepared. Although the teacher's activity in interactive classes is inferior to the activity of students, preparation for such a class is quite energy-consuming for the teacher, because it requires high pedagogical skills and experience from him. The teacher must create conditions for the manifestation of initiative by students: he regulates the educational process, determining its general direction, controlling the time and sequence of implementation of the work plan, consulting, helping in case of difficulties (Кулінічев, Сисоєва,

2011). The use of an interactive learning model involves modeling life situations, using situational-imitation games, discussions, joint solving of current problems, etc. Learning based on cooperation between subjects of the educational process allows creating conditions for active joint educational activities of foreign students in various educational situations, developing the ability to overcome barriers in communication, thereby significantly optimizing the process of learning the Ukrainian language.

Interactive activities can be carried out both throughout the entire practical lesson and at each individual stage (during monitoring the acquisition of new lexical material, checking the formation of dialogic speech skills, etc.). The methods used by the teacher should be aimed at the gradual formation of a culture of linguistic communication in foreign students.

The teachers of the Department of Ukrainian Studies and Humanitarian Training of Poltava State Medical University strive to use various interactive teaching methods in classes on Ukrainian as a foreign language: «brainstorming», clusters, role-playing games, crosswords, the «ring» method, etc.

The audiovisual method of teaching is actively used when working with foreign students. The concept of the method is implemented in the form of audiovisual courses, electronic textbooks, study guides, computer test tasks, trainings for individual and distance learning, video recording of various forms of learning in order to analyze and discuss the actions of participants in the educational process.

The «brainstorming» method is used in classes on the Ukrainian language as a foreign language when working with educational material. This method allows you to determine the degree of formation of grammatical skills and the level of language proficiency in general. «Brainstorming» is used to develop creative thinking of foreign students, stimulate their active activity, form the ability to work in a team, and encourages them to mobilize their attention, turn to reserve knowledge. In particular, we use this method in the first year when composing a story based on pictures, in the second year – when answering discussion questions, and in the third year - when constructing sentences based on models of the scientific style of speech.

We actively use the «Socratic Dialogue». It is based on the Socratic method, which develops in foreign students the ability to ask questions correctly, direct the dialogue, anticipate possible answer options, and prepare options for subsequent chains of questions in advance. The method stimulates creative (analytical and synthetic) thinking, independent search for answers, and teaches how to logically build questions that lead to the final answer.

«Decision tree» is a simple practical way to understand the advantages and disadvantages of different options for action, solutions, etc. The pros and cons are recorded in special tables placed in the classroom. Students deepen their competence by analyzing and evaluating alternative solutions to the problem and predicting the consequences of each of them. They are helped by working questions formulated by both the teacher and the students themselves. The ability to ask the right questions is the key to a comprehensive and objective assessment of possible solutions.

Interactive methods of teaching Ukrainian as a foreign language to students include clustering. For example, we choose one word – furniture. We select words for it: table, chair, bed, wardrobe, etc. We use clustering to facilitate the process of memorizing lexical units. For example, in the first year, foreign students can be offered to compose clusters on the topics «Furniture», «Colors», «Products», «Professions», etc. In the second year, clusters are composed mainly on medical topics. For example, clusters «Parts of the skeleton», «Therapeutic department of the regional clinical hospital», «Medical personnel», etc. In the third year, clustering helps to more quickly learn professional terms necessary during medical practice in a hospital. For example, students identify and memorize clusters «Causes of a heart attack», «Symptoms of a heart attack», «Treatment of a disease».

The game method is a method in which learning occurs through the search for the optimal solution to the problem. At the first stage, the teacher fixes the problem. At the second stage, students are divided into competing groups and look for a solution to the problem. The third stage is the last, at which students must publicly defend the developed solutions. Thus, game projects ensure high student activity in classes, form skills in developing ways to solve a problem situation, and also develop flexibility in decision-making. Game methods include business games and role-playing games. The role-playing game is based on a scenario that displays a sequence of actions. Thus, in the first year, we recommend conducting the role-playing game «In the pharmacy». One of the students plays the role of a pharmacist, and the others are visitors who come to the pharmacy to buy medicine. In the second

year, it is possible to conduct the role-playing game «On the street». One of the students «does not know» where the dental hospital is located in the city. Other students play the roles of passers-by. They advise him how to get there, how many minutes it takes to get to the hospital, whether it is necessary to make a transfer, and which stop to get off at. In the third year, the role-playing game «Doctor – Patient» is used in Ukrainian as a foreign language classes. It helps medical students prepare for medical practice and promotes the formation of professional competence. Future doctors learn to conduct a dialogue with imaginary patients. At the same time, students follow the role-playing game scenario: they use speech etiquette clichés, ask for information about general and concomitant complaints, and summarize the questioning. Along with dialogic speech, we actively develop monologue speech. For example, students are invited to prepare a story about the rules for preventing dental diseases, using basic vocabulary, phrases, and a corresponding picture. Students are invited to start their monologue with the words: «To prevent dental diseases, you need to ...» (**Figure 1**).

Figure 1

Words for reference: brush your teeth, change your brush, rinse your mouth, and visit a dentist.

Solving crosswords and creating word clouds as one of the interactive methods of teaching Ukrainian as a foreign language is used to consolidate the educational material. For example, in the second year, foreign students can be offered to solve a crossword while studying the topic «Parts of the Body». In the third year, crosswords are usually made on important medical topics: «Angina», «Bronchitis», «Gastritis», etc. (**Figure 2**).
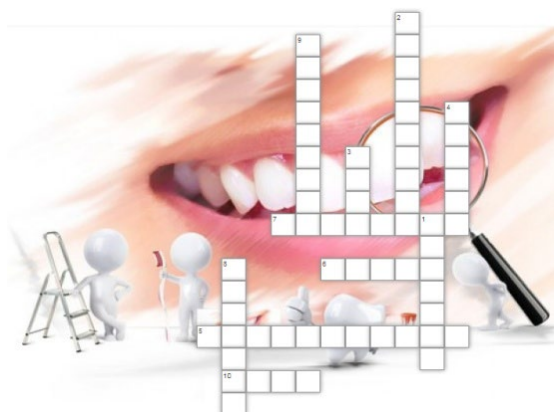
1. To last
2. To complain
3. Gums
4. To throb
5. To ache
6. Complaints
7. To bleed
8. To burn
9. Compressive
10. A pain

Figure 2

For creative activities, we use peer learning as a unique way to get students involved. Students comprehend and assimilate information more effectively when they are capable of articulating it. In preparation for a practical lesson, they can memorize and recite what they have memorized, but in order to teach their peers, they need to learn the material well. Giving students the opportunity to teach their classmates deepens their confidence, encourages independent learning, and improves their skills.

Conclusions. The use of interactive technologies in teaching the discipline «Ukrainian as a foreign language» allows you to significantly expand the time of language practice in the lesson for each student, achieve the assimilation of the educational material by all group members, and create a comfortable, friendly atmosphere in the lesson. The teacher gets the opportunity to improve the learning process, develop the foreign language communicative competence of students, and form their personal and professional qualities. Experience convinces us that interactive forms of learning should

be widely cultivated in the practice of teaching Ukrainian as a foreign language in medical schools, as they help make the educational process not only cognitive but also exciting and productive. Their use facilitates perception and greatly simplifies the assimilation of educational material. Interactive forms of learning contribute to the involvement of all students of higher medical education in joint activities and form the skills of working in a team, which are extremely necessary for a modern doctor. It should be kept in mind that only a logical (systematic) combination of various learning techniques can result in maximum learning efficiency.

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APPLICATION OF EDUCATIONAL TECHNOLOGIES IN TEACHING UKRAINIAN AS A FOREIGN LANGUAGE

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The article discusses the problem of forming the linguistic identity of foreign medical students; it emphasizes the need for pedagogically sound and rational implementation of modern information and communication technologies in the process of higher education. It highlights the problem of choosing effective methods and innovative approaches that can compete with traditional methods of presenting educational information, complementing and expanding their repertoire.

The authors justify the relevance of improving the effectiveness of teaching the discipline "Ukrainian as a Foreign Language" in higher education institutions by implementing the task of forming and developing the communicative competence of foreign students. The implementation of this educational goal directly affects the curriculum and the choice of teaching technologies, which contributes to improving the quality of Ukrainian language learning. Particular emphasis is placed on combining traditional teaching methods with interactive technologies, which are the focus of the authors of the proposed study. They aim to use interactive technologies for learning Ukrainian as a foreign language to help students of higher medical education master the learning material through communicative practice. The practical skills and competences acquired can be valuable not only in the process of learning Ukrainian, but also in their social and professional communication.

Interactive teaching technologies are based on dialogical forms of interaction between students, in the process of which they develop cooperation skills; thus, learning Ukrainian as a foreign language, which is one of the options for implementing a communicative approach in education, is based on active interaction between teachers and students, as well as between students themselves. The integration of interactive technologies into the teaching of Ukrainian as a foreign language meets the needs of modern higher education students, increases the clarity of educational information, and facilitates its perception and assimilation.

Keywords: *Ukrainian as a foreign language; communicative competence in a foreign language; foreign students in higher education; increasing motivation; interactive technologies; games; small groups; pair work.*