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THE PRINCIPLES OF CREATING A TEXTBOOK FOR INTENSIVE TRAINING ON UKRAINIAN AS THE SECOND LANGUAGE (THE INITIAL STAGE OF LEARNING)

The article analyzes the peculiarities of creation and possibilities of application the textbook "Speaking Ukrainian: Intensive Course" in teaching practice at the initial stage of Ukrainian as second language learning. Based on the experience of the teachers at the Department of Philology and Linguodidactics, the author reveals the principles of organizing the teaching and training materials in the textbook, emphasizing that this kind of presentation of the educational material allows to implement the principles of consistency and systematic education.

Key words: *Ukrainian as second language, textbook, intensive course, methodology of teaching the language, communicative approach.*

Stating the problem. The communicative goal acknowledged as the main one in the teaching for-foreign students to use the second language requires searching for new directions of the learning process, its methods and techniques, corresponding to modern conditions, as well as the improvement of the methodology in using usual methods of teaching Ukrainian as second language. Modern (communicative and profile-oriented) principles of teaching the second language to foreign students-non-philologists require active teaching tools as important factors in the effective studies. Thus the purpose of the article is to generalize the experience of developing a Ukrainian as second language textbook for foreign students at the preparatory faculties of Ukraine.

Analysis of the recent research and papers. The issue of a relevant textbook for foreigners who have taken up the Ukrainian as Second Language is one of the important fields of research for practicing teachers. The basic course materials are available and are constantly produced in different Ukrainian universities throughout the country (Kyiv, Vinnytsia, Zhytomyr, Kharkiv etc.). The same concerns pedagogical and methodological research. N. Prysyazhnyuk [1], O. Palka [2] etc. develop the general principles of Ukrainian as second language textbooks. T. Laguta, L. Selivertsova, A. Chystyakova [3] research the area of differentiated approaches in foreigners' teaching at the basic departments, while K. Bakhtiyarova, S. Lukassheych [4] and other researchers are

interested in development of Ukrainian as second language practical course oriented on the listeners of preparatory faculties and departments of Ukraine. At the same time, there are no special textbooks for the students who arrive in the second semester, and thus need an intensive course with all the supporting methodological materials.

Thus, **the main purpose of the current paper** is to outline the basic ideas as for developing the guide book for intensive learning of Ukrainian as second language and to describe the example created at the chair of philology and linguodidactics of Kharkiv National Automobile and Highway University.

Presenting the topic. Undoubtedly, for foreign citizens, who have taken up learning Ukrainian, the language is primarily a means of communication, but at the same time any language is also a treasury of the spiritual values of the nation, experience, work and creativity of previous generations. Also the language is a peculiar discretion of customs and traditions, a guarantee of the intellectual growth of the people and of the individual in world life. In the conditions of bilingualism in Eastern Ukraine, in particular in Kharkiv, where studies are typically carried out both in Russian and in Ukrainian, the knowledge of the latter for foreign citizens is necessary not only from the point of view of interpersonal communication, but also for a number of professional reasons, such as the need to understand Ukrainian-speaking patients as a foreign doctor, as a student or intern, and a practi-

ing specialist (for medical students), being able to manage company finances (for students on Economy course) or for other professional purposes. Today, when there is a lack of fundamental works on the principles and methods of describing the Ukrainian as the second language, when there are not so many textbooks, study guides, wherever the language's considered, taking into account the specifics of teaching foreign citizens from different countries, new developments in the practice of teaching the Ukrainian language to foreign students are of great importance.

Typically, the method of studying a foreign language in educational establishments is based on a significant number of hours spent on listening, that is, listening to foreign texts, which contributes to the development of phonetic skills, the development of the correct pronunciation, and also the ability to work with the whole text: trying to understand its content, to retell, to ask questions on the text, etc. That is, again, the principle of reliance on spoken language dominates.

No less important sign of studying a foreign language is its understanding, which involves great vocabulary work: memorizing words, their meanings and lexical correspondences to them in their own languages. This, in turn, involves working with dictionaries and texts, mastering the grammatical system, studying the models of phrases, creating similar constructs on a specific sample, compiling own texts. In order to teach the reader to understand what he is reading, to interpret it, a corresponding vocabulary work is essential, which is to find words that are not clear or in general difficult to understand, to find out their meaning and to emphasize the keywords. So while working with text students for the first time get acquainted with new words of the lesson, find out their meaning, make up phrases and utterances with them.

However, such various types of work are not possible under the conditions of a short optional course (usually 120 to 150 academic hours), which is generally reserved for non-philology students to acquire basic knowledge of Ukrainian as the second language at preparatory faculties and departments of a number of Ukrainian universities in the East of Ukraine, basically in Kharkiv. This situation raises the question of creating a universal textbook that could, in the most concise, understandable and interesting way, familiarize students with the peculiarities of a new foreign language, without going beyond the short academic course, and taking into account the essential fact that stu-

dents already have enough profound knowledge of the Russian language course, which is their main foreign language during the training at the preparatory stage. The similarities between Russian and Ukrainian should be taken into account while preparing the basic, optional or intensive course on Ukrainian as second language in order to overcome the difficulties with those parts of Ukrainian which differ from their Russian equivalents.

As you know, the grammar of Russian and Ukrainian languages does not have significant differences. At the core of both lies the principle of synthetical languages (most of the grammatical forms are formed with the help of endings and not with the help of other words) embodied in the prepositional-case systems of these two languages and is the most difficult component for studying by foreign citizens. Thus, having certain ideas about the grammar of the Russian language, students are unlikely to face the difficulty of using the grammar of Ukrainian. The same can be told about the features of word-building and syntax. Perhaps somewhat more attention is traditionally paid to differences in the phonetic-graphic level, however, their explanation does not take much time during the introductory lesson (in the course of studying Ukrainian alphabet and phonetic comments with the emphasis on certain features of the Ukrainian pronunciation compared to Russian an academic hour – 40–45 minutes – is usually enough). To conclude, we must say that during the short optional course much more attention should be paid to the lexical aspect of language learning: words that differ from Russian in graphics or phonetics, have other meanings, belong to another gender or number, or are stylistically marked (for example, are used only for parsing, and therefore, can be heard in any situation of everyday communication).

The same is true about the vocabulary of the Ukrainian and Russian languages that also has a lot in common. The general characteristics include the presence of full-meaning words (those having subject-meaning value) and incomplete-meaning words (auxiliaries that express connections and relations between full-meaning words); words with concrete and abstract meaning (names of feelings, mental states, properties, qualities, etc.); words with multiple meanings (the phenomenon of polysemy); synonyms (the words, different in sound form, but close in meaning); antonyms (words with opposite meaning); homonyms (words that have the same

sound and/or writing, but different meanings). In the Ukrainian language, as well as in Russian, the words have a direct and figurative (metaphorical) meaning. As a result of the detailed comparative system analysis of general and differential phenomena of the Russian and Ukrainian languages, S. Kanyuk, and after him L. Kutenko, distinguish four types of lexical units:

1. Words that have either the same and very close complex of sounds, the same for both languages meaning, or minor variations in the sound and alphabetic form.

2. Words that in both languages are derived from the same root but differ in word-building elements.

3. Words, the sound form of which is different; they are perceived by students as new, unfamiliar.

4. Words that have the same complex of sounds (or minor differences in the sound form), but different meanings [5, p. 16–17].

Important in this classification is that it notes not only the assimilation of meaning, but also the pronunciation of words. In our opinion, the words of the third and fourth groups deserve special attention in the classroom. It is with them that the main work must be carried out.

Taking into account the difficulties that arise during the assimilation of the words of the Ukrainian language, M. Sokirko [6, p. 45] distinguishes seven types of lexical units, thereby introducing a more precise and detailed differentiation of the Ukrainian vocabulary based on the principle of similarity/dissimilarity with the vocabulary of Russian. Such a classification is relevant for the program in the Ukrainian language of the preparatory department, since it specifically shows to students what words should be first of all drawn attention. Here are the main types of them:

1. Words having the same lexical meaning, sound and are written identically in Russian and Ukrainian languages.

2. Words that have the same graphic form but differ from the Russian pronunciation of vowels, consonants, sometimes accent.

3. Words that sound the same, but have a different graphic form.

4. Words that have common root in both languages, but different prefixes, suffixes, endings.

5. Words that have common origin and meaning of the roots, but with certain sound and letter variations.

6. Words with a different sound and letter composition in comparison with Russian.

7. Words that sound the same (or with slight differences) in two languages but have different meanings [7, p. 267].

According to teaching practice, such classifications allow to apply a differentiated approach to the learning of each type of vocabulary. Since some part of the vocabulary is common in the two languages, both in meaning, in sound form and pronunciation, such words should be used as a transposition material, which helps to understand and activate the vocabulary of students who have just begun to study Ukrainian. For better memorizing of words that have certain common features, it is necessary to do exercises, taking into account the knowledge of semantics. In this case, the content of the work is assimilation of pronunciation and grammatical forms. The same applies to the words marked with different sound and letter modifications, including the historical alternations of vowels and consonants. A significant group of words belong to Ukrainian only. For the words of this type, the content of the most common task is semantization and work on remembering, pronunciation and use of words in speech. When studying groups of words that have the same complex of sounds (or minor differences in the sound form) but different meanings, significant work should be done on semantics and mastering their pronunciation and language usage.

It is known that the general and similar features of lexical units are often the cause of language interference not only among those who begin studying Ukrainian but also in the media. The most common among such mistakes are interlingua tracing, that is direct and literal translation of words or phrases without taking into account the possibilities and rules of combining words in Ukrainian. Quite often in the language of both adults and children there are phonetically Ukrainianized Russian words and interlingua homonyms. It is not uncommon to spot different kinds of phonetic interference, which involves the use of Ukrainian sounds in Russian words and vice versa (in particular, it refers to the sound pair [g]/[h]). Students should be explained the causes and origins of such a linguistic phenomenon, given examples already known to them, and in these examples the ways of interference should be commented. As a result, with the help of special exercises, the teacher in this way will be able to prevent such linguistic errors from occurring at the initial stages of assimilation of the Ukrainian vocabulary, since it will be much harder to correct similar mistakes at further stag-

es of learning. As we can see, the lexical aspect is extremely important in the acquaintance of foreign students with the Ukrainian language, provided that in the higher educational establishments of Eastern Ukraine Russian remains their main second language, and the biggest part of the curriculum is devoted to its learning. There is no doubt still that very often differences between Russian and Ukrainian vocabulary significantly impede communication in the bilingual linguistic environment, and thus can lead to a series of communicative failures. Therefore, even speaking of a limited optional course, it is necessary for a Ukrainian as second language teacher to pay maximum attention to these differences. And the same applies to the authors of the relevant textbooks, manuals and methodological materials, because only due to cooperation between the two sides of the learning process, the adaptation of international students is bound to be successful.

Basically, training at the preparatory department is a complex process of intensive social adaptation of foreign students at different levels. In addition to linguistic, psychological, cultural, communicative, climatic and physiological aspects, this process is complicated by the functioning of two related languages – Russian and Ukrainian which causes additional psychological discomfort. But the importance of attracting foreign students to studying the realities of the country not only in Russian but also in Ukrainian has long been recognized by many practitioners. The student's linguistic activity during the training period at the preparatory department is mainly limited to the everyday and educational-professional sphere of communication. And it is in these areas that foreign students most often encounter the Ukrainian language. In our small study, we tried to outline the lexical minimum, with which the student at the initial stage of education can at least minimize communication with native speakers. We recommend the same lexical minimum for studying in an optional intensive course. Doing the research, however, we did not take into account words close to the phonetic form of the Russian equivalents, since they are always easily perceived and memorized by students.

As a result of our analysis, we have identified the following thematic series of words: *Around the City, At the Station, Home and Family, University and Faculty, Professions and Occupations; Clothes and Footwear, In the Shop/Store, Food and Drinks, Names of Months and Days*

of the Week, Names of Colors, Common Etiquette Phrases, Common Announcements [7, p. 269].

Taking into account these lexical units during the development of optional courses in the Ukrainian language for preparatory departments should promote intensive and effective adaptation of foreign students in the new social environment, as well as increase the amount of linguistic knowledge about the country of residence and education, create conditions for further satisfaction of their cognitive interests in the field of culture, traditions and spiritual values of the Ukrainian people.

Another problem which a Ukrainian as second language teacher faces these days is related to the lack of teaching materials available. On a number of reasons, one of which is typically late arrival of international students, it is necessary to create such a textbook on Ukrainian as second language that would allow the most intensive presentation of linguistic material with the soonest possibility of coherent communication, taking into account the students already acquired knowledge on RSL course. The achievement of this goal is the basis of the new textbook, which at the moment is being created by the teachers of the Philology and Linguodidactics Department of Kharkiv National Automobile and Highway University. Thus, the concept of such a textbook for foreign students of the initial stage of study "We Speak Ukrainian: An Intensive Course" ("Говоримо українською: Інтенсивний курс") has been developed and implemented. The structure of the textbook, in addition to a small methodological commentary from the authors, will include ten lessons, a four-language vocabulary at the end, and an appendix in the form of tables showing the case paradigm of Ukrainian nouns, adjectives, ordinal numerals, indicative, possessive and personal pronouns, and the paradigm of the declension of verbs (I and II groups). In this article we offer to get acquainted with the contents of the textbook in more detail.

Thus, the first lesson "Introduction to phonetics of the Ukrainian language", which to some extent could be compared with the introductory phonetic course of basic textbooks on RSL, used at the department, should in the shortest possible form familiarize students with the phonetic and graphic differences of the Ukrainian language in comparison with Russian. Students are offered a small number of reading rules and a short text with after-reading tasks, consisting mostly of international language and words that are close to

their Russian equivalents, which does not involve significant difficulties for understanding even in spite of the unpreparedness of students to take on the Ukrainian-language text.

The next part of the book includes nine lessons of the main course aimed at forming a communicative competence in the process of studying the topics “*First meeting*”, “*Faculty*”, “*Library*”, “*Canteen*” (“*Café*”), “*Dormitory*”, “*Family*”, “*Visiting friends*”, “*Around the city*” and “*Health Care*” [7, p. 269], backed up by videos that duplicate the text presented in the communication chapter of each lesson in the form of a dialog. All lessons (units) have similar structure. Work on each of them involves the implementation of a number of tasks on the contents of the text. At the stage of pre-reading work with new vocabulary, the communicative vocabulary (phrases) is offered in the book before the main text of the lesson, which facilitates the search for correspondences in the Russian language for words that are not international and are not given in the dictionary. Work with the text itself (development of reading and/or listening skills) and a number of after-text activities are also suggested. Among them, the principle role is given to understanding and memorizing the text, i.e. designating from a number of lexemes the ones used in the text, working with set expressions and collocations from it, creating their own “communicative minimum” on this topic. Quite important are the tasks for reproduction of the text. Here we mean tasks similar to “Who says?” where it is necessary to specify the person of the educational dialogue, who speaks out one phrase or another, without reference to the text or only in the process of listening comprehension; “Sequence” (aimed at ordering lines from the conversation, heard or read without reference to the text); “Theater near the blackboard” (designed to reproduce the sound of a voice or role-play the dialogue from the unit without reference to the text), etc. The final stage of this practice is to compile their own dialogical and/or monologue statements on the topic of the lesson using lexemes from the dictionary and phrases from the communicative minimum. In a brief homework instruction, it is suggested to write down the statements discussed at class and expand them using the vocabulary of the lesson.

A grammatical commentary is considered to be an essential and obligatory part of each class. It relates to the most widely represented grammatical issues of the text, such as the category

of the gender and the number of nouns and adjectives, the use and formation of a certain case, the verbal paradigm, the functioning of the language in separate forms (Perfect/Non-perfect, imperative, vocative, adjectival, participle clauses etc.) or particular groups of words (verbs of movement etc.). The grammatical commentary contains explanations of the material with examples and exceptions from the general rule, a number of training exercises and a summarizing grammar chart where possible (for example, when studying the denomination of nouns or adjectives, the use of Perfect/Non-perfect forms and the like).

In addition to the main lessons (units), the textbook contains two current and one final test, which clearly demonstrates the level of mastering lexical, grammatical, communicative and other types of skills acquired during the learning process. This is ensured not only by the teacher's control but also by certain self-control of a student who, while exercising, gets an idea of his progress, which becomes a motivation for further work on the Ukrainian as second language study at later stages of education.

Conclusions. To conclude, the article here not only describes the contents of a new textbook for the intensive course on Ukrainian as second language, developed by the teachers at the department of philology and linguodidactics of Kharkiv National Automobile and Highway University. Peculiarities of residence and studies in a bilingual city require the development of a textbook which will make it possible for foreign students to acquire communication skills in Ukrainian. Taking into account the late arrival of many possible students (approximately late November-January), possibilities of an intensive course on the subject are becoming extremely promising. The article also suggests possible application of the textbook, especially in the Ukrainian as second language curriculum at the educational establishments of Eastern, Central and Southern Ukraine where the influence and usage of Russian are still significant. Although, we must take into consideration that nowadays the methodological principles of creating such teaching/training materials haven't been properly studied or applied yet, which gives unlimited opportunities for further development of the topic in various directions, creating new and relevant textbooks on Ukrainian as second language for foreign learners.

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Опришко Н. О. Принципи створення навчального посібника для інтенсивного навчання української мови як іноземної (початковий етап навчання)

У статті запропонований аналіз особливостей створення та можливості застосування у викладацькій практиці на початковому етапі навчання української мови як іноземної. Спираючись на досвід викладачів кафедри філології та лінгводидактики, автор розкриває принципи впорядкування навчальних і тренувальних матеріалів у навчальному посібнику «Говоримо українською: Інтенсивний курс», акцентуючи увагу на тому, що саме така форма презентації навчального матеріалу дає змогу максимально реалізувати принципи послідовності й системності навчання.

Ключові слова: українська мова як іноземна, навчальний посібник, інтенсивний курс, методика викладання мови, комунікативний підхід.

Опришко Н. А. Принципы создания учебного пособия для интенсивного обучения украинскому языку как иностранному (начальный этап обучения)

В статье предложен анализ особенностей создания и возможности применения учебного пособия «Говорим по-украински: Интенсивный курс» в преподавательской практике на начальном этапе обучения украинскому языку как иностранному. Опираясь на опыт преподавателей кафедры филологии и лингводидактики, автор раскрывает принципы составления учебных и тренировочных материалов в учебном пособии, акцентируя внимание на том, что именно такая форма презентации учебного материала позволяет максимально реализовать принципы последовательности и системности обучения.

Ключевые слова: украинский язык как иностранный, учебное пособие, интенсивный курс, методика преподавания языка, коммуникативный подход.