

## UKRAINIAN AS A FOREIGN LANGUAGE

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Teaching Ukrainian as a foreign language is still a little-studied and new direction in Ukrainian language didactics, which began actively develop after Ukraine's independence and the Ukrainian language gained state status, which allowed it to expand its capabilities in the world.

The methodology of teaching Ukrainian as a foreign language is directly related to the general strategy for the development of language education in Ukraine, and the basic principles have been determined by the Common European Framework of Reference for Languages (CEFR) [1].

The analysis of textbooks, manuals on the Ukrainian language as a foreign language, as well as a number of theoretical works published over the past decade, shows a tendency to dominate competence, cultural and communicative-activity approaches in teaching the discipline. Competence approach in teaching process of Ukrainian as a foreign language is aimed at the formation and development of key competencies of a foreign student personality, as a result the formation of the general competence of the specialist will be done [2, p. 161].

The tendency to search innovative technologies and computerization of the educational process are relevant for the methodology of teaching Ukrainian as a foreign language. According to V. Bader there are such ways of solving the problem of intensification and optimization of the educational process during the language training of foreign students,, such as «to create and implement various pedagogical software: multimedia curricula, electronic dictionaries, reference books, educational and authentic materials of the Internet, etc. [3, p. 105].

Nowadays, the market of educational services in Ukraine is increasingly attracting foreign students. This stimulates the search for new productive forms and directions of teaching Ukrainian as a foreign language in higher education institutions.

The conditions for admission to Ukrainian universities provide for a certain level of proficiency in the state language, which requires language training among national minorities living in Ukraine and studying. Therefore, the methodology of teaching Ukrainian language needs the improvement in future.

### References:

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2. Sergienko T. Approaches to teaching Ukrainian as a foreign language in medical universities. *Pedagogical sciences: theory, history, innovative technologies*. 2017. № 6 (70). p. 153-161.

3. Bader V. Theoretical principles of building an electronic textbook on the Ukrainian language as a foreign language. *Theory and practice of teaching the Ukrainian language as a foreign language*. 2008. dis. 3. p. 105.

## **A CULTURAL APPROACH TO THE STUDY OF PROVERBS AND SAYINGS AT ENGLISH CLASSES**

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Each ethnic group perceives the world around them interprets and expresses its emotions in its own way, so getting acquainted with English proverbs and finding their equivalents in the Ukrainian language is an integral part of studying linguistic and cultural features in order to acquire speech skills. The English language is extremely rich in idiomatic expressions, proverbs and sayings, which are constantly found in literature, newspapers, films, radio and television, as well as in the daily communication of the English. Proverbs and sayings reflect great historical experience, ideas related to the work, life and culture of the people. No matter what time we live in, they will always remain relevant. The correct and appropriate use of proverbs gives the language a unique originality and special expressiveness [1, p.16].

Learning proverbs in English lessons will help to better master this subject, expand knowledge about the language, vocabulary and features of its functioning. Working with proverbs and sayings is interesting, multifaceted, necessary in both English lessons and language classes, as it allows to use them at any stage of the lesson, because they are an important element in building creativity.

With the help of proverbs and sayings, a certain grammatical phenomena can be explained and such aspect, encourage students to speak. There are several reasons for using these small literary forms in the study of a foreign language, namely:

- they are wise and weighty in lexical meaning;
- they are easy to find on the Internet;
- can be used in teaching various aspects of language: phonetic, grammatical and lexical;
- they are not difficult to remember due to consonance, rhyme and rhythm;
- they are expressive and expressive, require the activation of figurative thinking and analysis;
- help to illustrate the point of view and summarize it in a short form. [2, p.34]