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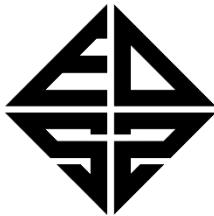


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GLOBAL DIRECTIONS  
IN SCIENTIFIC RESEARCH  
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DEVELOPMENT

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# TEACHING EUPHONY IN UKRAINIAN AS A FOREIGN LANGUAGE COURSE FOR BEGINNERS

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The significant rise in the number of Ukrainian learners worldwide since the start of the Russian full-scale invasion of Ukraine in February 2022 has led to an unwavering interest in the acquisition methods of Ukrainian phonetics, grammar, vocabulary, and syntax. Understanding phonetics as an integral part of the overall language structure enables the implementation of the principle of advanced oral learning; moreover, mastering the phonetic features helps to understand the laws of the written language and spelling norms [2]. In addition to phonemes, stress, and intonation patterns, beginner learners experience various sound alternations that pose a challenge in language use, both in perception and production. While alterations in word roots during declension can be explained only through the historical grammar of the Ukrainian language, the euphonic phenomena depend on the immediate context and have explicit explanations.

There are multiple views on the place of acquiring euphony at the beginner level. The new Standard of Ukrainian as a Foreign Language for A1–C2 levels adopted in 2024 includes three euphonic skills for A1 and A2 levels: using prepositions *у*, *в* (euphonic variants of *in*): *був у Львові*, *жила в Києві*; using conjunctions *і*, *й* (euphonic variants of *and*): *будинок і кімната*, *кімната й аудиторія*; using prepositions *з*, *із*, *зі* (euphonic variants of *from*): *з Алжиру*, *він із Сирії*, *зі школи*. One more euphonic skill — using initial *у* – *в* in words: *улітку* – *влітку*, *удень* – *вдень* — adds for B1 and higher levels [3]. Some practitioners even overemphasize the importance of acquiring euphony: "Mastering the means of euphony of Ukrainian speech is an essential goal of teaching Ukrainian to foreign students. When studying phonetics, they should master the primary means of euphony, make sure that it is achieved by the natural alternation of individual vowel and consonant sounds, and be able to use variants of words and word forms without changing their meaning, for example, *у* – *в*, *і* – *й*, *же* – *ж*, *над* – *наді*, *знову* – *знов*, *лише* – *лиші*." [1] At the same time, having analyzed 33 Ukrainian for beginners textbooks, Petro Luno states that the authors consider the explanation of individual sound pronunciation to be mandatory, while the explanation of other phonetic

phenomena, including assimilation, dissimilation, simplification, or alternation is presented as additional information and only by some authors [2].

Given the comparatively complex paradigm of Ukrainian parts of speech and the variety of grammar forms that are challenging for a beginner student to recognize and produce, learners at A1–A2 levels are often overwhelmed by the amount of grammatical information in oral and written texts. The demand to correctly use euphonic prepositions at such an early stage creates additional tension. Moreover, native speakers of Ukrainian often violate some euphonic patterns in their speech, which may cause frustration. Consequently, we suggest that beginner students should be taught to recognize euphonic variants *y* – *v*, *i* – *й*, *z* – *із* – *зі* and words with initial *y* – *v* and *i* – *й* to avoid misperceptions. The basic vocabulary and phrases offer a lot of illustrative material, which can be shaped as in Fig. 1.

<i>i</i> / <i>й</i>	<i>y</i> / <i>v</i>	<i>z</i> / <i>із</i> / <i>зі</i>
<p>Він <i>i</i> вона.      Річка <i>й</i> озеро.      Вокзали <i>i</i> зупинки.      Вокзали <i>й</i> аеропорти.      Він <i>i</i>де.      Вона <i>й</i>де.      Імовірно, вона тут.      Вона, <i>й</i>мовірно, тут.</p>	<p>Кіт <i>y</i> ресторані.      Кіт <i>v</i> Іспанії.      Ми <i>v</i>дома.  <i>У</i>дома добре.      Він <i>у</i>читель.      Вони <i>v</i>чителі.      Він був <i>y</i> кіно <i>v</i>чора.      Він був <i>у</i>чора <i>v</i> кіно.</p>	<p>Ми <i>z</i> Америки.      Студент <i>із</i> Судану.      Риба <i>зі</i> Швеції.      Кава <i>з</i> молоком.      Чай <i>із</i> цукром.      Вареники <i>зі</i> сметаною.      Я <i>з</i> тобою.      Ти <i>зі</i> мною.</p>

Figure 1. Presenting euphony *y* – *v*, *i* – *й*, *z* – *із* – *зі* to students at A1 level

To align euphony with a communicative approach to teaching Ukrainian as a second language, presenting *z* – *із* – *зі* prepositions should be introduced as a part of learning countries and origins with examples *зі* СІІА, *зі* Швеції, *із* Судану. Later, it gets reinforced with occasional instrumental phrases like *кава з молоком*, *чай із цукром*, even though the instrumental case itself is presented in A2 course. The first encounter with *y* – *v* happens even earlier, in *учитель* – *вчитель* and *у класі* – *в університеті*, and the introduction of the concept of euphony *y* – *v* and *i* – *й* should follow since they share similar nature and exceptionally high use in the Ukrainian language.

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## EXPERIENCE OF DISTANCE LEARNING AS A FORM OF ORGANIZATION OF THE EDUCATIONAL PROCESS IN TEACHING THE BASICS OF INTERNAL MEDICINE

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Modern knowledge requires modernization of educational technologies and methods of their implementation, one of which is distance learning. Distance learning is a new means of implementing the learning process, which is based on the use of modern information and telecommunication technologies. Distance education is becoming increasingly widespread in the world and to a greater extent covers postgraduate education and advanced training of doctors at various levels, while experience in using this type of training at the pregraduate level is still insufficient. It should be noted that medical education has its own specific characteristics related to the teacher-student, doctor-patient relationship. But even in such cases, distance education demonstrates its flexibility.

Extreme conditions associated with the epidemic situation and the introduction of quarantine, martial law in Ukraine stimulated the introduction of distance learning methods into the educational process at the pre-graduate stage. It should be noted that for a long time, our university has been using the Moodle distance learning system quite effectively, which works as a means for students to obtain the necessary information, a learning tool, testing knowledge, skills and abilities, but there has not yet been any experience in conducting practical, seminars and lectures for students.

At its core, distance learning is the interaction between a student and a teacher at a distance, which reproduces all the components characteristic of the educational