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МАТЕРІАЛИ

V Всеукраїнської науково-практичної студентської онлайн-конференції «НАУКОВА СПІЛЬНОТА СТУДЕНТІВ XXI СТОЛІТТЯ»

13 жовтня 2022 року

Суми 2022

Матеріали містять тексти доповідей учасників V Всеукраїнської науково-практичної студентської онлайн-конференції «Наукова спільнота студентів XXI століття». Збірник матеріалів конференції підготовлено в рамках першого етапу реалізації Модуля Жан Моне «Європейські цінності міжкультурного діалогу в галузі освіти: міждисциплінарний та інклюзивний підходи» («European values of intercultural dialogue in education: interdisciplinary and inclusive approaches» – EUROVALID), номер 101085224.

Матеріали друкуються в авторській редакції. Відповідальність за зміст, правдивість наведених наукових результатів дослідження несуть автори опублікованих матеріалів.

Thanks to their usage the natural communicative situation is created and the learning process is been intensified. The rhymes usage is most effective at the beginning of the Ukrainian language study. That is why at this level the phonetic games with the rhymes, poems and songs are the most useful.

Rhymes help to solve such methodical tasks as the new sound presentation, its pronunciation and certain phonetic element training while reading or rhyme learning. Such material helps the students to repeat the memorize the letters in such order as they are situated in the alphabet. The rhyme material usage encourages the motivation and improves the language material mastering thanks to the mechanisms of the involuntary memorization.

We came to the conclusion that the phonetic exercises are the effective means of the different difficulties avoiding which the foreign students face in process of the Ukrainian language mastering. The rhythmic material usage in process of the phonetic habit forming is one of the effective ways of the communicative orientation of the Ukrainian classes in the university.

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INTERACTIVE TECHNOLOGIES USAGE AT UKRAINIAN LANGUAGE CLASSES IN THE UNIVERSITY

Problem statement. Integration of the Ukraine in the world community needs perfect language proficiency. The same demand is before the foreigners who begin to study the Ukrainian language. That lead to the necessity of the Ukrainian

educational system reforming. One of the prior directions of such reform due to the State National Program "Education. Ukraine in XXIth century" is "qualitatively new level in foreign languages achieving" [1]. Unlike the other subjects, foreign language learning also means foreign culture perception. Besides, Ukrainian language specificity lies in the understanding of the communication not only as the final goal of learning process but also as a way for its achieving.

Another important task of contemporary education is srudent's harmonic and whole person development. One of the potential factors of such development is innovative educational environment. According to modern educational approach, innovative environment is such environment which is pedagogically appropriate organized and promotes the innovative recourse of the personality development. It is also observed as integrative means of educational institution's innovative potential accumulation and realization. According to I. Dychkivska, innovative process includes complex efforts aimed at creation, mastering, usage and spreading of different innovations.

Scientific investigations analyses. The methodological basis of the practical implementation of learning technologies is represented by the scientific research works of prominent psychologists, linguists and teachers (E. Bern, J. Dewey, W. Kilpatrick, R. Lado, J. Piaget, R. Skinner, etc.).

The aim of the article is to define the "interactive learning" notion and to observe the essence of the interactive technologies at the Ukrainian language classes at the university in process of foreign students learning.

Basic material. Interactive learning technologies belong to the important methodical innovations. The word "interactive" comes from the English ("inter" + "act") [4]. The essence of the interactive learning lies in the fact that learning process should constantly include active interaction of all the students. It also should be based upon the mutual work and study (teacher – student, student 1– student 2) [2]. O. Pometun and L. Pyrozhenko define interactive learning as learning based on the dialogical speech in process of which the interaction between a teacher and a student happens. During such process both of them are equal

subjects of studying. By these conditions students acquire skills of independent democratic communication. They aren't afraid to talk to each other, think critically, make reasonable independent decisions [3] because the mail aim of the interactive learning is comfortable learning conditions creation. By such conditions students feel their success, mental excellence and these circumstances make the learning process productive.

Scientists suppose such technologies to be interactive as "Brainstorm" (work in groups or frontal work), "Euler-Venn diagram", "Microphone", "Brain attack" and "Associative bush". Now we're going to reveal the essence of each technology briefly.

"Brainstorm": students are divided into groups of 5-7 people, define the problem or theme for the "brainstorm" clearly. Then they work in circle: they elect the head (group speaker) which leads the discussion and encourages the new ideas (their quantity is important at this stage not quality). Then students have some time to think over the problem and invent the new ideas. Teacher reminds the rules of the "brainstorm": 1) no criticism; 2) it's ok to borrow someone else's ideas; 3) many ideas are desirable; 4) estimation comes later. The last stage is the cyclical exchange of ideas.

"Euler-Venn diagram": students are joined into the pairs and got the tasks. Then teacher asks the students to analyze the information and fill in the Euler-Venn diagram. To do this they must build two or more big circles which partially overlap in such a way that there is a common space in the middle. Then they fill in the two parts of the circle intended for the ideas opposing and in the central section the common features for both elements are written.

"Microphone". Teacher asks the students to formulate the aim of the lesson, for example: "Today's class will teach me...". Then the teacher gives the students some object which will serve as "imaginary" microphone. Only that one is given the floor who takes the "imaginary" microphone. Teacher proposes to the students to speak clearly and quickly. He doesn't give any comment or estimation. At the last stage the teacher sticks the paper with the expected results to the board.

"Brain attack": the class chooses the topic which is possible to be divided into subtopics or groups of questions. Every question or subtopic is written on the separate paper. Students are divided into groups of 4-5 people. Each group gets the table. The students elect the secretary which will note the ideas and give coloured markers to him/her. Teacher limits the time expected to answer the question. Each group gives its tables around. The exercise durates till each group answers every question. Each group finishes its movement on their initial table.

"Associative bush": topic to be worked is defined in one word and students are to remind everything which appears in their memory in relation to this word. The teacher gives the key words – hints which look like some "bush". This bush "grows" gradually thanks to the student's answers

Conclusion. So, observed above technologies of interactive learning implementation at class increase student's motivation in learning the Ukrainian language. Latter is a great factor influencing on the total student's results. If the teacher manages to use the students' wish to everything new and interesting the chances to reach the success in learning the Ukrainian language increase and students get better knowledge of the Ukrainian as a foreign language.

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