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

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THE ROLE OF MULTIMEDIA PRESENTATIONS IN THE FORMATION OF PROFESSIONAL-COMMUNICATIVE COMPETENCE OF STUDENTS AT THE INITIAL STAGE OF LEARNING UKRAINIAN AS A FOREIGN LANGUAGE

Relevance of the problem. The mastery of the language of a profession, professional speech, is a crucial requirement for the professional training of specialists in any field. This task is particularly important and challenging for foreign students who need to develop skills in both the non-native Ukrainian language and the language specific to their chosen field. In the process of teaching Ukrainian as a foreign language at the initial stage students need to acquire the foundations of scientific speech style, with a focus on the profile of their future studies, as this is a necessary condition for their success in the education at the university.

During the course of the Ukrainian language as foreign students acquire skills such as reading fragments of general texts related to their field of study and understanding their main content, comprehending the main ideas of audio materials, extracting essential and additional information from the texts, and engaging in dialogues of an academic and professional nature [1]. The primary role of the Ukrainian language instructor in this course is to explain the morphological structure of medical terms and their ability to form various syntactic relationships, including collocations and sentences.

All lexical and grammatical material is introduced on a syntactic basis through speech patterns, which ensures communicativeness and complexity in presenting language material. E.V. Solovyova notes that the primary method used in teaching Ukrainian as a foreign language, including the study of medical terminology, is the method of mastering speech patterns. In accordance with this, the author presents a basic set of specially oriented speech patterns that allow for communication in the

scientific sphere. These include: 1) constructions for defining a concept (*what is this, what does it represent, what is it*); 2) constructions for classifying objects and phenomena (*what is divided into what, what belongs to what, what is attributed to what*); 3) constructions for describing the composition of an object (*what is it made of, what is included in its composition, what is contained in it*); 4) constructions for describing the properties of an object (*what does it have, what does it not have, what is it characterized by*); 5) constructions for describing changes in matter and its state (*what changes, what does it become, what increases or decreases*); 6) constructions for describing the connection and dependence between objects and phenomena (*what depends on what, what is connected to what, what influences what*); 7) constructions for describing the action of one object on another (*what exerts an influence on what, what causes what, what sets something in motion*) [5, pp. 9-11]. Despite the significant number of presented speech patterns, the actual set of lexical and grammatical units studied, which fill these patterns, is quite limited, which can be explained by the initial stage of foreign students' mastery of the Ukrainian language.

Let us turn to the role of multimedia technologies in the practice of teaching the course "Ukrainian as a Foreign Language." In scientific and methodological literature, one can come across a significant number of terminological expressions synonymous with the term "multimedia learning technologies." These include "computer-assisted learning technologies," "information technologies in education," "new information technologies in education," and so on. Multimedia computer-based learning technologies that utilize the didactic capabilities of modern computers have become a contemporary stage in the development of computer-based learning technologies [3].

In modern practice of teaching Ukrainian as a foreign language, multimedia technologies are considered as a distinct type of computer technologies that combine traditional static and dynamic (speech, music, video clips, animation) visual information (text, graphics), enabling simultaneous impact on learners' visual and auditory senses. This parallel use of multiple media is an effective means of optimizing the learning process [3; 4].

Moreover, the use of modern instructional technology significantly enhances the visual aspect of learning. In terms of acquiring a professional speech style, the principle of visuality is implemented through specially organized presentations of linguistic and extralinguistic material aimed at improving the understanding of abstract terminological vocabulary by foreign learners and further applying it in the sphere of speech communication [2]. Presenting information not only in textual form but primarily as visual images allows for maximum concentration of students' attention, facilitating better comprehension and memorization of the information [6]. The use of multimedia in Ukrainian language classes for foreign students allows for a significant diversification of the process of acquiring grammatical structures and abstract terminology. It is well known that working with such linguistic material is not always optimistic for many learners. In this case, computer technologies enable the engagement of students by capturing their attention through novel and unconventional forms of material presentation, which greatly enhances their motivation.

The teacher can make use of a repository of ready-made multimedia presentations available on professional websites and forums, which significantly reduces the energy expended in lesson preparation. However, our experience suggests that in most cases, independently creating a presentation specifically tailored to the topic proves to be much more effective. The value of such "individual" presentations lies in the compact and appropriately sequenced delivery of material. They are precisely timed and maximally aligned with the lesson's topic in terms of information and vocabulary [6].

In our view, the use of multimedia presentations is the most effective approach when learning new material, as it allows for optimal semantic representation of introduced vocabulary through visual means, especially in cases where it is necessary to demonstrate the dynamics of a particular process (such as the topics "Patient's Complaints" and "Musculoskeletal System"), as well as when consolidating the lexical and grammatical aspects of a new theme. In our work, we employed multimedia presentations in the development of the textbook "I Will Be a Doctor!" for topics such as "Human Anatomy," "Patient's Personal Information," "Patient's Complaints,"

"Cardiovascular System," "Respiratory System," "Digestive System," and "Excretory System." In this particular case, the use of multimedia resources proves particularly advantageous when studying the topic of "Patient's Complaints," as it helps activate the use of verbs related to this thematic group in students' speech.

In conclusion, based on the points discussed above, it can be concluded that the use of multimedia technologies makes the learning process more effective, facilitates the implementation of an individual approach, and increases the engagement of foreign students in acquiring professional speech skills. These technologies are currently considered one of the promising directions for optimizing the educational process.

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