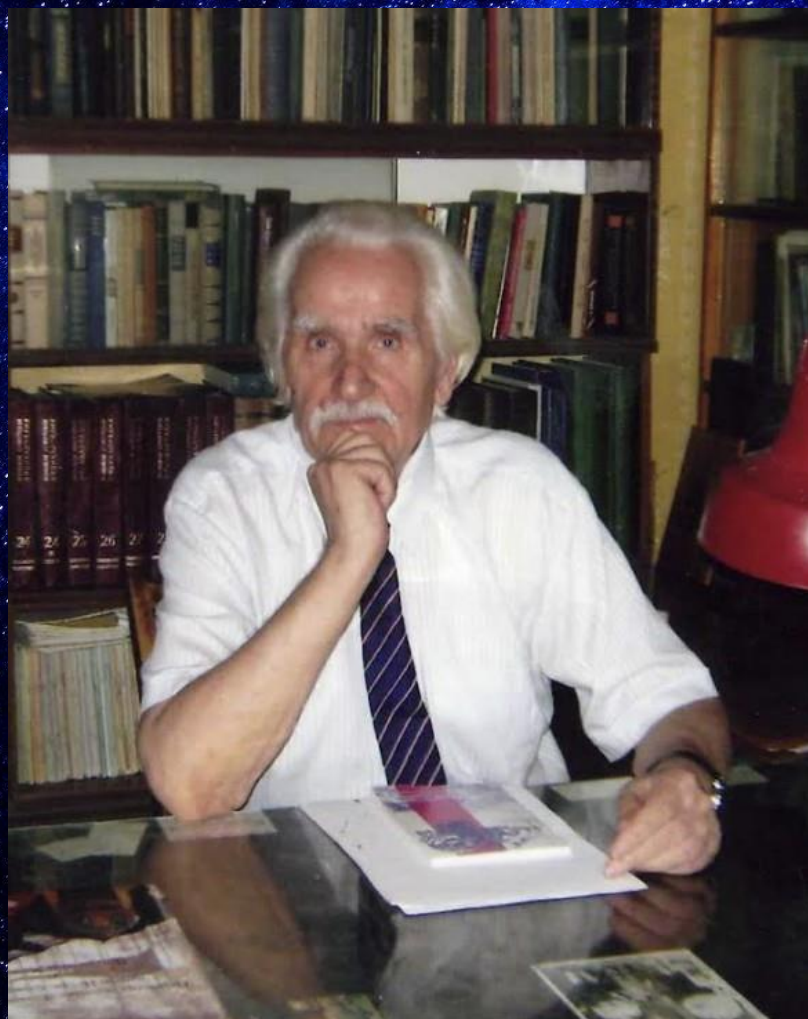


**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ**

**ХАРКІВСЬКИЙ НАЦІОНАЛЬНИЙ ПЕДАГОГІЧНИЙ УНІВЕРСИТЕТ  
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**«Велике і вічне...»:  
Михайло Федосійович Гетманець**



**Тези доповідей**

**Всеукраїнської наукової конференції з міжнародною участю**

**(15-16 вересня 2023 року)**



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реалістичність і правдоподібність психологічного та історичного роману з неприродністю фентезі та дитячих історій, а також трагічне з чорним гумором, постійний рух у житті Урсули з відносною стабільністю місця дії чи хронотопу. Неймовірні здібності певних персонажів жити, помирати й знову жити, виправляти минулі помилки чи переглядати колишні переконання, безперечно, належать до сфери неприродного, тоді як трагічні історії жертв двох світових воєн не будуть недоречними в реалістичному історичному романі. Крім того, роман не є хронологічно впорядкованою серією (повних) життів людини, яка живе, а потім помирає, щоб народитися знову й розпочати абсолютно нове життя, а розповідями, які пов'язані з юністю, підлітковим і дорослим роками Урсули, розкиданими по всій оповіді.

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## THE ROLE OF THE INTERCULTURAL COMPONENT IN TEACHING UKRAINIAN AS A FOREIGN LANGUAGE



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The modern global community is characterized by active globalization processes, which lead to increased interaction among different countries, peoples, and cultures. This interaction occurs across various spheres of social life, including cultural exchanges, contacts between state institutions, various social groups, and public organizations. It should be noted that in recent times, intercultural communication processes have significantly impacted the fields of

education and science. This is facilitated by the establishment of strong educational and scientific connections between institutions in different countries, active communication among participants in educational processes from various countries, the exchange of scientific information and professional experiences, collaborative scientific projects and events, as well as academic mobility. All of these factors have generated significant interest in the study of the Ukrainian language by foreign citizens. That's why the field of teaching methods for Ukrainian as a foreign language is experiencing unprecedented development.

Usually, the primary objective of teaching Ukrainian as a foreign language in institutions of higher education is to foster communicative competence. Communicative competence comprises a complex of competencies, including linguistic, sociolinguistic, sociocultural, discursive, and more. These specified components of communicative competence vividly illustrate the close relationship between language and culture, the mastery of which is one of the main prerequisites for the successful adaptation and education of foreign students in Ukraine. In essence, achieving proficiency in a foreign language necessitates not only the acquisition of fundamental linguistic elements such as grammar, vocabulary, and syntax but also an understanding of the cultural nuances, societal norms, traditions, and customs of the country whose language is being studied. Acquiring at least a basic knowledge of the cultural features of the country and its people facilitates the establishment of successful communication and the attainment of strategic communicative goals, as communicators are then capable of selecting appropriate communicative strategies and tactics for constructive conversation. Therefore, modern teaching methodologies for Ukrainian as a foreign language should emphasize a comprehensive approach. This approach should include teaching both the theoretical aspects of the language and their practical application, while also introducing foreign students to the cultural and historical aspects of Ukraine. Such a holistic approach promotes the active engagement of students in the dialogue of cultures paradigm.

In the process of working with students who study Ukrainian as a foreign language, in classes and when developing educational and methodological materials, it is essential to implement content that contains information about the culture and history of Ukraine, adapted fragments from works of Ukrainian literature, video and audio fragments (which

contain information of relevant direction), which will enable students to understand the differences between Ukrainian culture and their own. In Ukrainian language classes for foreign students, as well as in their independent study and extracurricular activities, it is crucial for the teacher to acquaint students with information regarding national holidays, traditions, customs, cultural norms of behavior, and notable landmarks (Veretiuk, 2023, p. 20). This approach effectively integrates the concept of Ukrainian culture into the process of developing communicative competence among foreign learners.

It is worth noting that effective and successful intercultural communication requires a certain level of understanding of the unique speech etiquette and behavioral norms associated with a particular culture. This includes knowledge of various forms of greetings based on the formality of the situation, the proper way to offer apologies and express gratitude, appropriate methods of addressing an interlocutor, as well as a general awareness of stereotypes that may shape perceptions of different ethnic groups.

Therefore, in Ukrainian language classes for foreign students, it is essential to dedicate attention to the stylistic nuances of the language and the cultural connotations of words. Practical demonstrations of how specific lexical units function in various communicative scenarios should be provided. Additionally, it is beneficial to develop and present vocabularies containing a variety of lexical items that are valuable for real-life communication across different social contexts.

Including a substantial amount of illustrative material in these classes serves to help students bridge gaps in their understanding of foreign cultures and the behavior associated with specific ethnic or social groups. This, in turn, reduces the likelihood of experiencing culture shock. In the current era, it is highly fitting to use modern information and communication technologies for both teaching and learning the Ukrainian language as a foreign language, as well as for cultivating intercultural competence (Chetveryk, 2023b, p. 153). The utilization of mobile applications is not only an accessible but also an effective method of language acquisition / learning, particularly in the context of remote learning (Chetveryk, 2023a, p. 419). Moreover, special emphasis should be placed on mobile applications and resources that grant access to a wide array of information, such as YouTube, educational websites, and services like “Palianytsia”. These resources hold

particular significance within the broader framework of developing communicative and intercultural competencies. With some adaptation, these tools can be effectively implemented for educational purposes (Veretiuk, 2022, p. 200).

In conclusion, it should be noted that in the process of forming of intercultural competence while learning Ukrainian as a foreign language, it is imperative to employ various methods and techniques. One of these methods involves delving into cultural aspects related to Ukrainian culture, history, and literature. This approach assists foreign students in understanding the nuances of the Ukrainian mentality and promotes effective communication with native speakers.

Another significant method entails acquainting learners with the contemporary realities of modern Ukrainian life, including the political and economic situation in the country. This promotes an understanding not only of cultural distinctions but also the social disparities between their home country and Ukraine. Consequently, educational materials such as texts, exercises, audio, and video resources should encompass a substantial amount of information about national culture, traditions, and etiquette. This not only enables the integration of various speech activities but also supports the development of intercultural competence within a broader social context during educational activities.

In the process of studying Ukrainian as a foreign language, it is crucial to place special emphasis on the development of intercultural competence. This involves recognizing and respecting the cultural and cognitive differences of native speakers, which is a fundamental requirement for fostering successful cross-cultural dialogue. To achieve this, participants in the educational process should be cognizant of potential challenges that may arise during intercultural communication. They must also have a deep understanding of the values and commonly accepted norms of behavior in other cultures. When learners are prepared to solve these challenges, they can reduce misunderstandings, conflicts, and misjudgments of situations. This, in turn, greatly contributes to their successful integration into the society of the language they are studying and the establishment of effective relationships with members of the global community.

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## CLIL METHODOLOGICAL FRAMEWORK FOR UNIVERSITY STUDENTS

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This paper will expose one of the possibilities of implementing CLIL (content and language integrated learning) in University