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**The use of audiovisual teaching aids
in “Ukrainian as a foreign language”**

**Використання аудіовізуальних засобів навчання
на заняттях з української мови як іноземної**

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Abstract. The article considers the issue of language training of foreign medical students, the effective solution of which is one of the components of high quality professional education of future specialists. The author outlines the main areas of work with foreign students, methods and ways that improve language training. Using new methods of teaching Ukrainian as a foreign language is a way of realization of educational, developmental and disciplinary aims of teaching that is intended for the organization of an effective educational process, the main task of which is the achievement of the desired result.

Key words: language training, foreign medical students, Ukrainian as a foreign language, audio and video materials, audiovisual teaching aids

Introductions. One of the priority tasks facing higher education is the quality of professional training. Peculiarities of training foreign students are explained, first of all, by the need for preliminary language and social adaptation of foreign citizens.

The education of foreign students at Poltava State Medical University is combined simultaneously with their language training. The efforts of teachers are aimed at forming the language competence of foreign students, as the success of living in Ukraine, further education and, accordingly, the level of professional training directly depends on the level of language training.

Materials and methods. The current state of teaching foreign students of the Ukrainian language requires modernization of methodological and methodological

educational paradigm in accordance with the requirements of the Bologna Convention, the Concept of language training of foreigners [6], which is an integral part of the state Concept of language education formed in Ukraine.

Accordingly, the content of professional training of foreign students expands and deepens, forms and methods of teaching are diversified, and multimedia technologies are used. In our field of vision is the use of audio-visual means in the process of training foreign medical students, namely during the study of the linguistic discipline – "Ukrainian as a foreign language" in domestic medical universities. While learning a foreign language, students may have certain difficulties, which are primarily related to mastering the communicative competence in the Ukrainian language. The task of vocabulary teachers is to create the most favourable conditions for overcoming the language barrier, the acquisition of speech skills by foreign students. Once again, we emphasize that the acquisition of knowledge by foreign students, provided by the curricula of clinical disciplines, is possible only with proper language training [6, p. 256]. In modern conditions of educational development, the content of education is aimed at ensuring the possibility of communication of persons, in the process of which there are different norms and models of behaviour, different ages and conditions of communication, different value orientations of the individual. With the development of a communicative approach to the study of the Ukrainian language as a foreign language, not only the organization of the learning process has changed. The learning process is implemented in accordance with real communication, by modelling the basic patterns of speech communication. The constant development of science and technology encourages the modernization of the learning process, thereby requiring educational institutions to introduce modern technologies, which in the absence of a foreign language environment becomes necessary.

The subject of our study is the formation of Ukrainian-language competence of foreign students through the use of audio-visual media.

Aim – description of the elements of language training of foreign students, which are used in their work by teachers of the Department of Ukrainian Studies and Humanities during the teaching of the discipline "Ukrainian as a foreign language".

Results and discussion. Recently, the problem of speech training with the use of audiovisual teaching aids has been the subject of a number of studies: the problem of media education (G. Onkovych, B. Potyatynnyk, I. Chemerys, V. Robak, etc.); elucidation of methodological expediency of using audiovisual teaching aids in speech development of future specialists (T. Babychuk, O. Bilyk, A. Gurzhiy, L. Dobrovolska, O. Sukhorukova, O. Shevchenko, etc.); use of video technologies in the educational process (O. Zubchenko, S. Nikolaeva, O. Tarnopolsky, etc.) [4].

The existing contradictions between: didactic, linguodidactic, methodical potential of audio-visual teaching aids and the lack of scientifically sound methods of their use in the process of professional speech training of foreign students necessitated scientific research on the research problem.

In our country, special platforms are used for learning the Ukrainian language by foreign students, namely: Duolingo, Ukrainian Lessons, Loecsen, Українські уроки [7, p. 257]. Elements of these educational sites are used in the educational process in classes on the subject "Ukrainian as a foreign language". The content of educational and methodical materials of these sites contributes to the formation and development of communicative competence of foreign students, increases the motivation to learn the language and is an inexhaustible source of educational material.

Scientists have proved (A. Gurzhiy and others) that the use of audio-visual teaching aids in language education provides: accessibility of learning, its individualization and intensification; activation of emotions and interest of students; diversification of forms of classes [4]. The use of audio-visual media in language education of future professionals, according to G. Zayets, is methodically justified due to the "synthesis of images, words, music, noise, colour" it becomes possible to "individualize learning, mass enrolment of students, creating a positive emotional

background in learning speech; strengthening the motivational aspect of speech classes "[5, p. 111-112].

Psychoanalysts (R. Bandler and J. Grindler) have concluded that at the heart of any learning process should be an emotional factor that either encourages the acquisition of knowledge, or produces a strong motive for confrontation.

Working with audio and video recordings in class diversifies the activities of foreign students in the process of learning Ukrainian as a foreign language. The use of audio-visual aids makes classes interesting for all foreign students, increases the level of motivation to learn the Ukrainian language, and gives the opportunity to work with authentic samples of the Ukrainian language.

Didactic principles on which the effective use of audio-visual teaching aids in the process of learning and speech development foreign students are based: the principle of purposefulness; the principle of connection with life; the principle of clarity; the principle of creating a positive emotional background [1, p. 59].

Let us dwell in more detail on the possibilities of using audio-visual media in the process of learning Ukrainian as a foreign language. Video tools are not considered a new technology, but unfortunately, in teaching Ukrainian as a foreign language in universities, teaching video courses is used at an inappropriate level. The potential of the video method for communicative language teaching is obvious. Of all the available tools, audio-visual provides the most accurate display of the language in use. Experts from the Council of Europe believe that, unlike television and movies, which also need to be used for language learning, the video method has several advantages. If television products are perceived as programs that replace the teacher, rather than as sources that can be used for interaction between the teacher and the international student, the new video technology allows you to use recordings with stops or selectively; Separating the two channels (audio and video) and using a still image allows you to discuss the video image. International students can be asked to try to determine where the action takes place and what it is about after watching the video of the passage without sound. There are two groups of video exercises: video response, where foreign students are engaged in various communicative situations,

video used for detailed discussion, and video project, where video is a tool for such student work as documentary, commercial, news. The technology of using a video camera provides good motivation for learning and encourages foreign students to work on improving communication skills.

The role and variants of the ratio of visual and audio information in the fragments have always attracted the attention of researchers who have dealt with the problems of educational television. Thus, Methodists E. Bagirov, S. Ravych and others believe that the visual field is the main component of the video phonogram, and Methodists S. Cirdar, R. Sherrington and others express the need for equality of the two components (speech and image) in the video phonogram, especially when foreign language teaching. The word complements the image, enhances, details it, and controls the process of watching the movie. The verbal series has all the information that cannot be displayed visually. The visual series shows the environment, the circumstances of the action, is organically related to the topic, can form certain additional associations in foreign students, and helps to understand the relationship between language, speech and situation through direct sensory perception.

Thus, the synthesis of auditory and visual clarity provides a linguistic and extra linguistic basis, which is an important condition for mastering foreign language speech.

Conclusions. Thus, the use of various audio and video materials in the classroom helps to develop students' creative potential, imagination, forecasting situations; improve comprehension of lexical material, improve sociolinguistic competence. The uses of auditory and visual channels to obtain information has a positive effect on the strength of learning and memorizing language material, form an assumption about the meaning of unfamiliar words in context.

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