

MUSICAL WAY OF LEARNING UKRAINIAN AS A FOREIGN LANGUAGE AS ONE OF THE METHOD OF STRENGTHENING COMMUNICATIVE COMPETENCE

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Introductions. Each language has its own characteristics, and studying them, a person representing a different culture, plunges into another world, which created by native speakers for thousands of years. Without knowledge of the Ukrainian language, it is difficult for foreign students to communicate in the modern Ukrainian-speaking space.

In order to better learn the language, you should use interactive techniques, combine different methodologies. You can integrate linguistics and music. Songs are not only entertainment, but also a way to learn new tokens, stylistic features. We should note that modern youth prefer audio to reading. Therefore, the songs will be perceived better. The **purpose of the work** - to prove the musical way of learning Ukrainian as a foreign language is the main trend in the development of future learning. The **object of the work** is music as an effective tool in teaching Ukrainian as a foreign language. The **subject of the research** is song as an effective technique in learning Ukrainian as a foreign language.

Results and discussion. A. Andrienko, O. Vasylenko, N. Gez, T. Leshchenko, G. Lokareva, N. Prudnikova, Y. Fedorenko, O. Shevchenko researched the topic outlined by us. Thanks to researchers who have studied the psychophysiological aspect of the influence of music, the following facts can be considered: music stimulates the emergence of emotions, improves verbal and arithmetic skills, stimulates the processes of perception and memory, and activates creative thinking.

Songs are used for a variety of purposes and tasks that is why they are selected according to the purpose of the lesson, analyzing the potential of the grammatical material on which they are based, or thematic vocabulary. For the so-called complex classes, which develop creative and communicative abilities of students, the best are songs with a plot and a certain social tension. But common requirements for all types of work with songs arise when choosing them in terms of suitability for students learning English as a foreign language: they should not be too difficult to understand and traditional in grammatical structure. The aim is to improve the perception of language by hearing, reading and

communication skills with elements of creativity. So, let's consider the stages of the lesson.

1. Preparatory stage. The teacher gives the topic of the lesson. Students name words related to this topic.

2. Listening stage. The teacher hands out leaflets with the printed text of the song, which has been changed compared to the original, as if a stranger had written down the text of the song and made some mistakes. Students read the text in groups of two, find words that do not fit the context of the song, and after completing the search reading share their solutions and ideas. The next step is to listen to the recording, during which students must find and correct errors in the printed text. They tell the teacher about their ideas, and if there is a discrepancy in the answers, they can listen to the questionable passage until they find the right answer.

3. Stage after listening. It is possible to use several options for this stage of work. We often use tasks where students express their impressions of the song. Another method of studying the song in class is proposed by L. Petko [4, p. 45]. Thus, in learning a piece of music, the scientist identifies the following stages: presentation of the song, where the teacher explains the purpose for which the proposed song will be memorized, tells the story of writing a song; reading the lyrics: students read the lyrics silently in order to get acquainted and get a first impression; phonetic processing of the text: the teacher pays attention to the correct pronunciation of words, phonetically practice individual sounds; reading and translation of the text of the song by students: attention is paid to phraseological inflections, grammatical structures; learning a song: practicing clear articulation, rhythm, melody. After the first listening to the song, the teacher draws the students' attention to those moments that need attention, processes them again. Next is the performance of the song. Afterwards, students perform lexical and grammatical exercises to master the language material of the song. It is suggested to make an artistic translation of the song for homework [5, p. 318].

As for ideas on how to use songs in Ukrainian as a foreign language, you can use the advice of Anna Gez, a methodologist at "MM Publications". Principles of work: to give the chance to work to everyone, to improve work on groups, individual work [1]. Among her tips:

"Creative juices" The teacher groups students in pairs. Everyone listens to the song together. The teacher with the students analyses one of the verses of the song: how many words in the verse, which words occur, which words are the main ones. After that, the teacher gives the task to students: in groups to compose another verse of the song. Students read and sing their verses in pairs and with the whole group.

"Do you follow the song?" The teacher prepares in advance several sets of strips with lines of words of a song already familiar to students. Students in pairs compose the lines of the song in the correct order. Students sing a song together and check that they have completed the task correctly.

"Sing Together". Choose a song you know from previous lessons. Write the title of the song on the board, if students do not remember the words of the song; write the words

on the board. Sing a song with the students, paying attention to the pronunciation of the words. Students can sing a song in a whisper, softly or loudly. Students close their eyes; the teacher selectively removes the lyrics. The teacher instructs the students to open their eyes; the students try to remember the deleted words. Each student takes turns approaching the board, filling in the blank and singing a song together.

The result of any training is the application of knowledge in practice. According to scientists, listening to music increases vocabulary and facilitates the practice of its oral use.

Conclusions. Thus, the use of music in the study of Ukrainian as a foreign language is necessary in modern teaching. This will attract the latest technologies and practices, without which the modern generation cannot imagine life. Thus, the communicative and socio-cultural competence of foreign students' increases: during the study of language we learn about its speakers, their worldview, patterns of behavior and more. As a result, we note that the use of songs in Ukrainian as a foreign language helps to achieve educational, educational and developmental goals in the complex.

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