

## SECTION 13. PEDAGOGY AND EDUCATION

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### **THE SIGNIFICANCE OF COMMUNICATION METHOD IN THE PROCESS OF LEARNING THE UKRAINIAN LANGUAGE AS A FOREIGN**

The importance of learning the Ukrainian language for foreign students in modern conditions does not require explanation. The need to modernize and improve approaches to its teaching and learning technologies is constantly emphasized. Today, various methods of teaching Ukrainian as foreign language are used; preference is given to those that combine communicative and cognitive goals. Thanks to the latest technologies and scientific achievements, the use of such approaches becomes even more effective.

Communication is a complex and multi-level process that can act at the same time as a process of interaction between individuals, and as an information process, and as the relationship of people to each other, and as a process of their mutual influence. It is the development of a person's communicative abilities that leads to the formation of his communicative culture. In turn, communicative culture includes the following components - psychological features of a person, features of reasoning and social attitudes (interest in the process of communication, motivation).

Communicatively oriented teaching aims not only to give students a working knowledge of the grammar and vocabulary of the language being studied, but also to develop in them an understanding of how the respective language is used for communication. Formal aspects of language – grammar, vocabulary, phonetics – are presented in communicative contexts in order to form a direct understanding of how these forms are used in speech. In addition, listening, speaking, reading and writing skills are systematically developed through a wide range of realistic learning tasks that provide maximum opportunities to use the language being studied. This approach requires an open atmosphere of cooperation and active participation of students in the process of their learning in class [9].

The communicative method of learning Ukrainian language as a foreign is effective in the case of conducting both group and individual classes with students, where, in the first case, the subjects of communication are the teacher, group, student, and in the second case, the teacher and student. The effectiveness of mastering Ukrainian language as a foreign in the process of educational and professional activities at a university largely depends on a person's psychological readiness to learn and use another language, on a person's ability to use their capabilities.

In the process of mastering Ukrainian language as a foreign, students learn material that shows the functioning of the language in its native environment, the language behavior of native

speakers in various communication situations, and reveals the peculiarities of behavior related to folk traditions, the social structure of society, and ethnicity [1, c. 50]. This is done with the help of authentic materials (original texts, audio recordings, video films), which are normative from the point of view of language design and contain linguistic and regional information.

The value of the communicative approach lies in the ability to individualize the goals and content of education, its methods and means. The communicative method, which is based on a communicative approach to language learning, absorbing all the positive things that were in traditional methods, is being developed taking into account modern requirements. It combines: the use of the native language of students to reveal the meaning of the educational material, the perception of language in the learning process as a means of communication, the development of oral speech when learning Ukrainian language as a foreign, the study of grammar in language models that contribute to better language acquisition [2, c. 124].

Basic strategies for learning Ukrainian language as a foreign based on a communicative approach are, first of all, active exchange in the "teacher-student" system. It is also the contextualization of language material, which is implemented through role-playing and various communicative activities. A very positive situation is when the teacher in his classes gives students more independence, i.e. gives them the opportunity of "autonomous learning" [4, c. 397].

Each lesson on Ukrainian as a foreign language consists of several parts. The first, as a rule, is devoted to the development of the skills of the spoken Ukrainian language and the analysis of some grammatical constructions, the completion of a written task on the practice of communication, the discussion of certain topics in pairs, the practice of composing dialogues based on the suggested prompts, listening to audio recordings, as well as fixing and repeating the material that studied in previous classes [10, c. 453]. The second is focused on the development of language skills: improving vocabulary through oral and written exercises. Next comes work with the Ukrainian text, and the reading is also diverse (scan reading, reading for gist, summary reading, etc.). Working with the text, as a rule, is preceded by exercises in pairs, answering questions, filling in tables. All this prepares the student for the perception of further information, stimulates interest in reading in the Ukrainian language.

Studying Ukrainian language as a foreign with the help of a communicative approach, students have the opportunity to use it in specific situations, with a specific practical purpose. The social nature of learning is also important – because learning is a social phenomenon that depends on interaction with other people. The teacher should also take into account the peculiarities of the student's thinking, since the language should serve as a means of developing critical and creative thinking skills. Therefore, the individual characteristics of students should be taken into account. Creative cooperation between the teacher and students is very important when the teacher is considered as an intermediary who only checks various alternatives, that is, learning occurs through action. Thus, a significant advantage of the communicative method is that the process of learning Ukrainian language as a foreign is built adequately to the real process of speech communication, that is, the learning process is a model of the process of speech communication.

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