Features of Work in the Senior Classes of the Lyceum on the Basis of an Activity Approach to the Study of the Ukrainian Language

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Abstract

The main purpose of the article is to study the peculiarities of the work of the Ukrainian language in the upper grades of the lyceum based on the activity approach. Despite the fact that a number of scientific studies and applied developments on teaching Ukrainian as a foreign language have recently appeared in Ukrainian linguistics, significant problems in this area should be recognized (organization of the educational process when learning a language as a foreign language, general methodological principles, psycho- and sociolinguistic foundations, communicative approaches), the non-resolution of which leads to methodologically unreasonable teaching of the Ukrainian language as a foreign language, the use of methods of teaching the language as a native language or the study of the language as a subject (linguistic aspect). In addition, due attention is not paid to the development of communication skills, which, firstly, worsens the quality of teaching and learning. Based on the results of the analysis, the key aspects of the work on the Ukrainian language in the senior classes of the lyceum were analyzed on the basis of an activity approach.

Keywords:

1. Introduction

Since today the educational process is being reformed in higher educational institutions of Ukraine in accordance with the pan-European requirements for the quality of education (we are talking, in particular, about such requirements as: informatization of the educational space, integration processes in modern education, the establishment of Ukrainian higher educational institutions of cooperation with European educational institutions) institutions in the field of educational and scientific activities, student international exchanges, the possibility of obtaining a second higher education and master's programs abroad, etc.), then, of course, the introduction of modern technologies, approaches

and methods of teaching Ukrainian as a foreign language in the educational process will improve the quality of his teaching and learning. One of the ways to solve the problem of finding ways to increase students' cognitive interest in learning Ukrainian as a foreign language is the use of innovative technologies in teaching. The practical application of innovative methodological approaches, such as: interactive teaching methods and the use of technical teaching aids (computer and multimedia, the Internet) to control knowledge, store and use educational materials, allows teachers to introduce and improve new methods of work, improve the efficiency of the educational process and the level of knowledge of students. That is why today, the problems of studying the peculiarities of work on the Ukrainian language in the senior classes of the lyceum on the basis of the activity approach acquire a new relevance.

The main purpose of the article is to study the peculiarities of the work of the Ukrainian language in the upper grades of the lyceum based on the activity approach.

2. Methodology

The article is based on the theoretical provisions on the work of the Ukrainian language in the senior classes of the lyceum, based on the activity approach. To solve the tasks set, the following methods of scientific research were used: methods of analysis, synthesis and formalization; system-structural analysis; abstract-logical method - for the implementation of theoretical generalizations and formulation of conclusions based on the results of the study of work on the Ukrainian language in the upper grades of the lyceum based on the activity approach.

3. Research Results and Discussions

An important educational and professionally oriented skill of students is the perception and understanding of oral speech. However, as a rule, insufficient attention is paid to the acquisition of listening skills in higher education institutions. Few teaching hours are allotted for mastering these skills and abilities, and the educational process mainly uses traditional teaching technologies, such as listening and presenting a passage of text, as well as answering questions from the teacher on the material heard. Practice shows that mastering the skills and abilities of listening is still based on the principles of subject-object interaction between the teacher and the student. The teacher does not put the student in a situation of choice, but mainly gives a ready-made task, monitors its implementation and exercises control.

The study of Ukrainian as a foreign language in modern higher education cannot be imagined without working with texts as one of the main educational and methodological units. The educational text can be a real and productive basis for teaching all types of speech activity, if the teacher and students operate with variable methods of working with the text, focused on its understanding. New approaches to working with texts are that the work itself begins already at the pre-text stage and sets the task of developing the ability to predict the content of the text, updating the experience and knowledge of students, understanding the purpose of studying the text and removing language difficulties. It is known that the understanding of the text largely depends on how the reader is able to anticipate (predict) both the semantic content of the text being read and individual grammatical forms. Therefore, one of the tasks of building work with a text at the pre-text stage is the development of anticipation among foreign students. This can be achieved through a series of exercises, such as asking questions before reading the text. Students are asked to identify whether the text answers this question or not. Another technique is to predict the content of the text from the title, which is especially effective when working with journalistic texts. When working with texts independently, a particularly important task of the pre-text stage is to motivate the student to study the text. The formulation of questions before reading the text will increase the student's motivation to work on the text, while it is important that the pre-text question concerns the problems of the student's life, the interests of young people, and also has a dialogic nature, initiates the student to formulate his opinion [1-5].

Therefore, it should be noted that the theoretical and linguistic basis for the search and development of an effective methodology for teaching the Ukrainian language for foreigners can be existing methods-concepts, such as: translation methods (grammatical-translational, textual-translational, consciously comparable, national language orientation methodology), direct or non-translational methods (direct method, audiovisual, audiolingual), intensive methods (suggestopedic, method of activating the capabilities of an individual or a team, psychotherapeutic methods) and combined methods (consciously-practical, communicative) [6-9].

The main ways to improve work on the Ukrainian language in the upper grades of the lyceum based on the activity approach are presented in Table 1.

Table 1: The main ways to improve work on the Ukrainian language in the upper grades of the lyceum based on the activity approach

№	The main ways to improve work
1	Constant development of technologies. Digitalization of the educational system in the region
2	Transformation of the educational process under international quality standards
3	Updating the educational process control system. Rethinking control systems

Certain achievements of each should be properly and adequately used. In the educational process of higher education, the direct method is chosen as the basis, which is traditionally defined as modeling the conditions for the natural way of mastering the language in the process of communicating with native speakers, creating a direct correspondence between lexical units, grammatical forms and concepts without the help of the students' native language. The Ukrainian language environment, multinational groups of students, and, consequently,

often the impossibility of using an intermediary language, the professionalism of teachers - all this allows us to actively use the achievements of the direct method in teaching Ukrainian to foreign students, especially at preparatory faculties. At the same time, one should use an orientation towards mastering oral speech, reproducing the language environment, constant oral speech practice, extracting the native language or the language of the intermediary from the teaching process (although its use is acceptable at the initial stage), semantization of vocabulary using visualization, interpretations, synonyms, antonyms, hyponyms and hypernyms, guidance of a number of common root words, clarification of the morphemic composition of the word, the use of speech patterns and models that expand in the process of learning the language. All this pursues the goal of developing a linguistic guess and intuition, when the student does not try to translate from his native language into the target language, but consciously reproduces the studied material, correcting it depending on the purpose, the conditions of the speech situation or the position of the interlocutor. Direct methods involve focusing on pronunciation, taking as a basis for mastering oral speech, which consists in teaching a combination of listening, speaking, reading and lesser writing on communicative material that meets typical communication situations. Grammar is presented without translation into the native language, inductively in speech samples, systematized and brought to the theoretical level. Grammar work is carried out according to gradually expanding, combining and transforming models [10-15].

The main problems when working on the Ukrainian language in the upper grades of the lyceum based on the activity approach are presented in Table 2.

Table 2: The main problems when working on the Ukrainian language in the upper grades of the lyceum based on the activity approach

№	The systemic problems
1	The problem of technical equipment of the lyceum. Lack of modern digital technologies
2	The problem of digital literacy of lyceum workers. Not being able to effectively present material for language learning
3	The problem of professional competence of lyceum teachers. Lack of professional experience and outdated views on the language learning system

Among various studies of methods of teaching Ukrainian as a foreign language, the problem of finding the optimal method in various conditions for learning a non-native language attracts attention. In scientific circles, this idea is questioned, since the effectiveness of training is determined by certain factors, in particular, specific goals, social and psychological conditions, etc., although it should be noted that in the modern scientific paradigm there is a tendency towards convergence or a combination of methods, which is the result of a search for methods that best meet certain goals and learning conditions. This process is especially facilitated by the heritage of linguistics, psychology, pedagogy, the development of teaching technologies and the computerization of the educational process. It is important to form the regional and linguocultural competence of foreign students, which consists in immersion in the socio-cultural space of native speakers, the study of any foreign language, primarily as a national-cultural source of another ethnic group.

The culture of the Ukrainian people is that integral system of assets of different strata of the population, classes of social groups, which, over a long history, have asserted their originality and unsurpassedness. National culture is the primary source of the formation and development of national identity, focused on the expression of national interests. The spiritual foundations of national identity are the cultural heritage of the nation. The issue of reviving the sources of national culture is especially relevant today, because it is during the period of globalization processes that there is a threat to lose or abandon one's traditions and lose one's identity. Focusing on the cultural and value achievements of European countries, we must not forget about our culture, acquired over many centuries. Well-known Ukrainian philosophers, political scientists, historians and culturologists on the pages of their research constantly remind that

only national culture enriches the people with universal values, attracts a person to creative activity, brings up a highly spiritual personality.

The main model of work on the Ukrainian language in the upper grades of the lyceum based on the activity approach is shown in Figure 1.
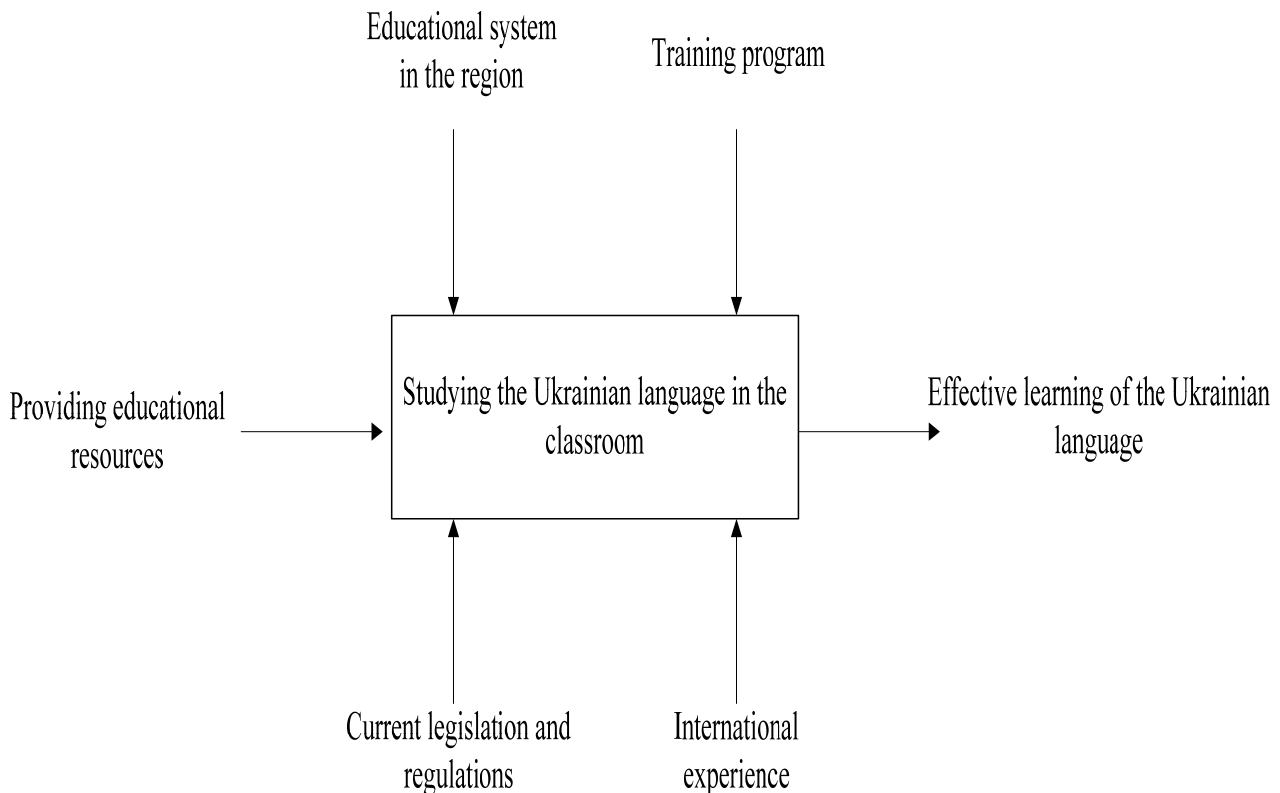

Fig.1. The main model of work on the Ukrainian language in the upper grades of the lyceum based on the activity approach

The degree of maturity and the degree of depth of his spiritual culture is the degree of development of his native language. The solution of the language issue does not depend on the pressure of the state on the public, but on changes in worldview meanings and the psychological climate in the country. All state documentation must be kept in Ukrainian, all civil servants must have a good knowledge of the Ukrainian language, in addition, the Ukrainian language must be prestigious in achieving a career.

Since the national language, culture and identity constitute an inseparable integrity, the success of building an independent state will depend on whether the ruling elite succeeds in giving the country's linguistic development the opposite direction, i.e. Ukrainian-speaking environments.

4. Conclusions

Summing up, it should be noted that today the most widespread method of teaching Ukrainian as a foreign language is the method of teaching with computer support, which is used both in the independent work of students and in group learning in the classroom. When creating tools for training and testing, that is, special software, the methods and approaches that are used in computer learning technologies, as well as the experience of using new

information technologies, telecommunications and the Internet for educational purposes, are taken into account. Tools, including those for learning Ukrainian as a foreign language, consist of many components, among which are: 1) user registration; 2) administration tools; 3) presentation of educational materials; 4) means of testing and evaluating user knowledge; 5) means of training and education; 6) storage of statistical data on the results of user testing. Teaching and testing tools allow teachers, in particular, to generate test items from a database according to criteria set by the course developer; use test tasks of different types (selection of one option from the proposed ones, selection of several options from the proposed ones, entering an answer); include pictures, animation, audio and video files; use the contextual help in the training mode; issue (in control mode) at the end of the test, statistical data on the test results, which are recorded in the result's database; indicate the time of the test. For foreign students, this allows them to control the assimilation of knowledge (on-line), and for teachers it provides the ability to access and edit databases with questions; definition of criteria for selecting tasks; viewing the database of registration forms; administration of these databases, etc. It is clear that the use of new information technologies, telecommunications and the Internet in the study of Ukrainian as a foreign language requires the development of scientific and methodological foundations, which primarily involves: specifying the conceptual foundations for studying Ukrainian as a foreign language; improvement of communication-oriented methods of learning the Ukrainian language; expansion of methods and means of teaching, taking into account the achievements of modern linguodidactics and linguomethodology; development of scientific and methodological foundations for teaching the Ukrainian language in a foreign language audience based on the generalization of the national linguodidactic tradition, drawing on world experience in teaching foreign languages using the latest technologies.

Based on the results of the analysis, the key aspects of the work on the Ukrainian language in the senior classes of the lyceum were analyzed on the basis of an activity approach.

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