

# LINGUODIDACTIC FUNDAMENTALS OF THE DEVELOPMENT OF FOREIGN STUDENTS' POLY CULTURAL COMPETENCE DURING THE UKRAINIAN LANGUAGE TRAINING

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**Abstract:** *The paper shows the analysis of scientists' views to the definitions of terms "approaches to studying", "principles", "methods" and "techniques". The development of foreign students' polycultural competence is realized in particular approaches (competence, activity approach, personal oriented, polycultural approach); principles (communicative principle, principles of humanism, scientific nature, visual methods, systematicness and succession, consciousness, continuity and availability, individualization, text centrism, native language consideration, connection between theory and practice); usage of some methods (method of reading, direct, purposeful and comparative, purposeful and practical, communicative methods) and techniques (explanation of the teacher, usage of speech clichés, sound and letter analysis, etc).*

**Keywords:** *development of polycultural competence, approach to studying, principle, method, technique*

## INTRODUCTION

The peculiarity of the methodology of studying Ukrainian as a foreign language is that the subject itself becomes the way of specialty subjects mastering, learning new environment, new culture and traditions. Studying the language is not only a way to get knowledge of another country and culture but also a way of the development of polycultural personality capable of initiating and performing a culture dialogue. That's why it's important for a teacher to define effective linguodidactic fundamentals of the development of student's polycultural competence.

## MATERIALS AND METHODS

Defining particular approaches, principles, methods and techniques to the development of foreign students' polycultural competence is based on the works of Ukrainian and foreign scientists (A. Aleksyuk, H. Anisimov, N. Babych, Z. Bakum, L. Baranovska, I. Bim, O. Biliaiev, S. Vitvytska, M. Viatyutniev, O. Horoshkina, T. Donchenko, I. Zymnia, S. Karaman, O. Kopus, M. Liakhovytskyi, S. Nikolaieva, L. Palamar, Yu. Passov, M. Pentyliuk, O. Semenoh, V. Skalkin, T. Symonenko N. Ushakova, S. Yavorska).

## RESULTS

Mastering the language system is effective if the approaches are correctly defined. "Approach" is a methodological category of linguodidactics that evaluates complex phenomenon with system scope of principles, technologies, methods, techniques, ways and forms of studying. This category is characterized by conceptuality, systematicness, manageability and effectiveness. Resting upon the decree of Cabinet of Ministry of Ukraine "State standard of education", three main approaches to studying are defined: competence, activity and personal oriented [1].

The term "competence approach" is distinguished as education process orientation to forming and developing key and subject competences of a personality. The main purpose of the competence approach in studying Ukrainian as a foreign language in the institution of higher education involves forming all-sided personality of the student, his theoretical thinking,

language intuition and skills, mastering the culture of speech communication and behavior that helps him to be an equal partner during intercultural communication in the Ukrainian language in everyday life, social cultural and educational professional spheres.

Personal and oriented approach during polycultural competence development includes person formation, concentrates on the necessity of creating comfortable, non-conflict and safe conditions for its development and realization of innate potentials.

Activity approach in foreign students' studying includes: studying reorientation from the traditional mastering particular knowledge to the process of their receipt and functioning; formation of the main activity forms: communication, cognitive and educational activity; with their correlation and priority changing during studying; purposeful formation of the main abilities and skills as mental operations on basis of staged training.

According to the communicative approach to studying Ukrainian (Z. Bakum, O. Biliaiev, S. Karaman, L. Palamar, M. Pentyliuk, K. Plysko) communication studying is characterized with the research of cognitive activity of subjects of education and with the problems of formation of knowledge system of students. Such approach concentrates on the practice of communication. Usage of communicative approach in studying Ukrainian as a foreign language includes maximal student's immersion into Ukrainian-language process owing to minimum usage of the native language. In the process of teaching foreign students English it is reasonable to use polycultural approach. In the foreign language class it's essential to make students understand that they must be tolerant to other nations' values because they contain the experience and wisdom of the whole nation.

The educational approach is characterized with particular principles which condition on priority peculiarities of the education process, determine its content, cause reasonable choice of educational methods and techniques. According to the conception of language training of foreigners in Ukrainian institutions of higher education, foreign students' mastering the language of studying (Ukrainian) is realized in general didactic and linguodidactic principles that provide for forming harmonious second language personality [3].

For researching foreign students' competence development some principles must be distinguished among general didactic and linguodidactic ones: humanism principle (tolerant attitude, overcoming of psychological barriers); scientific nature principle (a student masters the methods of science cognition, forms the ability to observe, compare, classify and generalize); principle of visual methods; systematicness and succession principle, consciousness principle (understanding the units of foreign language speech and ways of using these units to make a statement); continuity and availability principle (connection between gained knowledge and those students have during learning new information at the current stage); principle of connection between theory and practice; individualization principle; communicative principle; text centrism principle (important tool in mastering 4 types of speech activity); native language consideration principle. In teaching foreign language a method is of great importance. The method in studying language is one of the key linguodidactic categories, a way, technique, methodology in researching language phenomenon (A. Aleksiuk, H. Anisimov, B. Bieliaiev, I. Bim, V. Ivanenko, O. Skoryk, V. Kraievskiy, M. Liakhovytskyi, Yu. Passov, L. Rozhylo, V. Viatutniev).

According to Ukrainian scientists' opinion, the method of studying is a form of mastering knowledge, abilities and skills of the particular subject; exchange of visual and practical information between a lecturer and students. Methods of studying regulate cognitive activity of students and stimulate the development of students' cognitive needs and interests. Taking view of scientists into consideration, the following methods in the process of students' polycultural competence development can be distinguished: method of reading, direct, purposeful and comparative, purposeful and practical, communicative methods.

Adherents of the direct method (M. Berlitz, F. Guen, O. Espersen, S. Schweizer) made attempts to associate lexical units of the foreign language with their meaning in the educational process ignoring the native language. It's difficult to form the foreign language sense of students not considering the native language. The reading method is in the center of researches of O. Bond, A. Colmann, E. Eddy, L. Fosset, E. Freman and M. West. Reading provides for expanding speech

practice and compensates lack of it in the process of foreign language studying. After reading great amount of texts students have the sense of language which helps them to overcome native language impact [5].

The main methodological fundamentals of purposeful and comparative method are: the necessity of purposeful mastering language phenomena and ways of their usage in speech; comparative studying language phenomena which consists of comparison of the similar and contrast speech facts of two languages to overcome negative interference [4].

According to the purposeful and practical method in the context of studying Ukrainian as a foreign language there are the following methodological principles: communicative orientation of studying; functional approach to the choice and language materials presentation; situational and thematic principle of organizing language material; the principle of concentric arrangement of the material.

Under the communicative method, studying language is a model of the natural process of communicating in this language. Thus, communicativeness is a methodological principle that determines the choice of general scientific cognition methods which are used in forming educational process.

The method of studying is realized with help of techniques of studying (the complex of particular educational situations which cause achieving subsidiary aim of the specific method) [2].

For foreign students' polycultural competence development the following techniques are preferable to use: method of reading (explanation of the lecturer; different visual assistants: situational tables, schemes, pictures; representative visual methods; context; prognostication of separate parts of the text; supervision of understanding what has been read); direct method (acquaintance with a new grammar phenomenon; analogy (usage of speech clichés, making up phrases and sentences per sample, explanation); purposeful and practical method (sound and letter analysis; distinguishing word-formative elements for better understanding of the words meaning; unassisted semantization of the word via ascertainment of sense connections; distinguishing the characteristics of grammatical forms on basis of instructive rules, context and previous language experience; semantic division of the text for understanding the content and its reproduction; correlation of semantic parts of the text being perceived via listening with a plan for distinguishing the most informative issues).

## DISCUSSION AND CONCLUSIONS

Realization of the mentioned approaches, principles and usage of methods and techniques in the process of foreign students' studying can be successful during foreign students' polycultural competence development.

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