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ONLINE TRAINING OF COMMUNICATION IN A NON-NATIVE LANGUAGE FOR FOREIGN STUDENTS AT THE PRE-UNIVERSITY STAGE OF TRAINING
ОНЛАЙН НАВЧАННЯ СПІЛКУВАННЯ НЕРІДНОЮ МОВОЮ СЛУХАЧІВ-ІНОЗЕМЦІВ ДОВУЗІВСЬКОГО ЕТАПУ ПІДГОТОВКИ

Vasetska L.I. / Васецька Л.І.
PhD, Associate Professor / к.п.н., доц.
ORCID: 0000-0001-6622-112X
Solovyova O.V. / Соловйова О.В.
PhD, Associate Professor / к.н.держ. упр., доц.
ORCID: 0000-0001-7321-0525
Zaporizhia State Medical University, Zaporizhzhia, Mayakovsky Avenue 26,69035
Запорізький державний медичний університет,
Запоріжжя, Проспект Маяковського 26,69035

Abstract. The article analyzes the main problems in the online teaching of communication of a non-native language to foreign students at the pre-university stage of language training. The practical course "Ukrainian as a foreign language", which foreign students of the pre-university stage of training have, has its final goal to form a foreign language communicative competence. The online learning format requires finding new or improving traditional methods and forms of teaching a non-native language to foreigners.
Key words: didactic principles, Ukrainian as a foreign language, communicative competence, on-line learning, digital educational materials.

Introduction.

The structure of the educational process, the definition and management of certain didactic principles depends on the main goal of teaching the academic discipline. The practical course "Ukrainian as a foreign language", which foreign students of the pre-university stage of training have, has as its final goal to form a foreign language communicative competence. After the preparatory faculty, foreign students must communicate in Ukrainian in socio-cultural spheres every day.

Today, in higher educational institutions of Ukraine, the teaching of the discipline "Ukrainian as a foreign language" takes place in the conditions of online learning. This format requires finding new or improving and modifying traditional methods and forms of teaching a non-native language of foreigners. Solving the problem of teaching non-native speech and communication in a foreign language at the pre-university stage of language training in the system of either synchronous or asynchronous online learning is a complex and important task of modern methods of teaching Ukrainian as a foreign language.

Main text.

At the pre-university stage of language learning for foreigners, one of the main tasks is to teach everyday communication and to form the skills of speech behavior and to provide the basic language knowledge about the functioning of the Ukrainian language. Unlike native speakers, who learned their native everyday communication without special training, but naturally through life practice, foreigners need socialization in the country whose language they are learning, immersion in a foreign

language communicative environment, to learn speaking skills and abilities effectively and quickly.

Foreigners should combine their native communicative experience with communication skills in a foreign language. This is possible when speech activity takes place in the conditions of real communication. This process is complicated during on-line learning, when the native speaker and the real interlocutor are only the teacher and virtual personalities, which the foreign listener passively observes and tries to copy their speech culture, national language specifics, communicative behavior in order to reproduce it later in educational communicative situations proposed by the teacher.

Thus, everyday communication should occupy an important place in the planning and practice of studying Ukrainian as a foreign language by foreigners. For example, according to the Teaching Program for the Ukrainian Language (ZSMU, 2022), 720 hours are planned for the discipline "Ukrainian as a foreign language" at the pre-university stage of language training, 494 hours of which are devoted to the study of the "General Literary Language" aspect. Teaching the general literary language realizes the main goal of this course - to teach communication in Ukrainian using communicative tactics and speech patterns necessary for mutual understanding with the interlocutor in the cultural and social spheres of communication.

The problem of choosing an educational form of communication, a topic of communication, language tools or a set of speech tools, which are necessary for entering the communicative field, is gaining relevance. Depending on the communicative task, we choose one of the typical forms of speech activity - a dialogue or a monologue, or a conversational monologue, which synthesizes the features of dialogicity, since in real communication during online education both the teacher and the foreigner can freely stop monologue of each other's speech and give replies: questions, agreements, cross-examination, emotional prompting, denial, expressing one's opinion, continuation of the interlocutor's statement, etc. Such communication tactics should be carefully practiced with listeners.

At the initial stage of language learning, the verbalization of the elements of the communicative situation faces another problem: psychological difficulties and the limitation of the foreigners' vocabulary. Psychological difficulties are due to communication through the "monitor screen", due to the lack of collective support, which is available in the classroom during off-line training and which is impossible in the on-line format, where the isolation of the individual prevails in most cases. Such conditions complicate the teacher's task - to create an atmosphere of relaxed, friendly, creative communication with moments of collective competition or mutual stimulation ("warming up") of each other, which is important for the initiative of entering into dialogue, removing internal tension that prevents foreign listeners from communicating in a non-native language.

In the practice of online communication training of foreigners, in order not to remain on the model of "one-way communication" [1, p. 29], when the communication of participants in the educational process is concentrated around the teacher, it is necessary to use actively all the advantages of digital educational technologies.

Such training tools as videos, presentations, multimedia presentations provide an opportunity to effectively, optimally, in a shorter time, convey the necessary language and speech knowledge to foreigners. These are conditions for a clearer and deeper understanding of the communicative task set to foreigners, conditions for the realization of their opportunity to refer to audio or visual materials again and correlate them with their idea of the subject and topic of communication. All the above-mentioned factors remove the problem of inadequate communicative reaction on the part of listeners.

By introducing digital media into the educational process, we solve the problem of improving the quality of educational materials (electronic textbooks, electronic manuals and practicals, grammar training and speech simulators, audio and video educational materials, etc.), thereby increasing the effectiveness of cooperation not only in the "teacher - foreign student" dyad ", and in dyads "foreign listener - foreign listener". The modern educational process at the pre-university stage of language training is an interaction that takes place at the level of on-line verbal communication between the teacher and the foreign listener, therefore it is important not only to induce speech action of foreigners, but also to support his active communicative participation in this activity. So, the didactic task - to motivate and support the speech activity of foreign listeners - is performed by educational digital media.

Thus, today there are changes in the planning and structuring of classes, the form and methods of organizing the educational activities of foreign students are subject to updating, both during their classroom and out-of-class educational work.

As a result of the active introduction of digital media technologies in the online format, we observe an increase of interest to the discipline among foreigners and an equalization of success, which decreased in the first two years of the transition of higher education institutions of Ukraine to online learning.

Today, the task of effective implementation of audio and video educational materials in the educational process, combining Internet resources and educational materials in the format of multimedia content based on digital technologies is being updated. The task is solved not only by the wide use of newly created multimedia content (for example, an electronic textbook), but also by providing the opportunity for foreign listeners to independently master the material and self-monitor their knowledge and speaking skills, using a developed and multi-level educational data search system that provides an optimal and unified solution to speech tasks. Therefore, the problem of creative skills search formation and conscious selection of educational information for communication is solved by relying on the availability of materials in their retro- and prospective temporal aspect.

The principle of constructivism and experimentation in the organization of educational communication is based on the use of digital educational technologies must necessarily be involved at the modern stage of language training. The foreign student should not passively cooperate with the computer learning environment. This interaction "should lead to the active construction of knowledge", [2, p. 144] "students should have the opportunity to experiment in it and control their learning" [2, p. 145].

The online format continues to use actively the traditional method of teaching a

foreign language, which is based on the principle of the adequacy of the communicative goals of the lesson and the level of Ukrainian language proficiency of foreigners at the initial stage of language learning, that is, communication at this stage is limited by the vocabulary reserve, speech base of models, lexical-grammatical constructions, necessary for speech activity. At the pre-university stage of language training of foreigners, it is advisable to practice performing tasks that correspond to the principle of stages - from simple to complex, in order to form their communication skills. The participation of a foreign listener in an educational dialogue-interrogation (mini-dialogue) is just such a typical and simple type of speech activity in the online format. Through this type of dialogue, the teacher provides new linguistic knowledge, practices new speech models and communicative tactics with the listeners through individual interviews.

The final stage of learning communication is role-playing, as it is the most complex in terms of structural and content-related speech activity. However, role-playing educational games or computer educational games are a resource for training and consolidating language and speech material. It should be noted that for the current listener, communication or participation in a role-playing game, which is carried out in the format of computer communication, simplifies or partially removes the problem of speaking in a foreign language in front of the audience, since psychologically he remains in the comfortable conditions of "computer communication" through the monitor, the level of fear of making a speech mistake and seeing a negative visual or gestural reaction from the group mates decreases..

Summary and conclusions.

The article analyzes the main problems that must be solved in the online teaching of communication in a non-native language of foreign students at the pre-university stage of language training, and also outlines the ways to overcome these difficulties. Special attention is paid to didactic principles that must be taken into account for the effectiveness and productivity of teaching foreign language communication. Therefore, with on-line training, the language barrier, which is inherent in classroom communication in an off-line format, is partially overcome, and the principle of training productivity in a shorter time is realized.

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Анотація. *У статті аналізуються основні проблеми онлайн-навчання нерідного мовного спілкування іноземних студентів на довузівському етапі мовної підготовки. Практичний курс «Українська мова як іноземна», яким володіють студенти-іноземці довузівського етапу підготовки, має своєю кінцевою метою формування іншомовної комунікативної компетенції. Дистанційний формат навчання вимагає пошуку нових або вдосконалення традиційних методів і форм навчання нерідної мови іноземців.*

Ключові слова: *дидактичні принципи, українська мова як іноземна, комунікативна компетентність, он-лайн навчання, цифрові навчальні матеріали.*

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