



Chapter III. SOCIO-CULTURAL SPACE OF UKRAINIAN CARPATHIANS REGION AND ITS IMPACT ON THE DEVELOPMENT OF PERSONALITY

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Надія Денисюк,

кандидат філологічних наук,
доцент кафедри української та іноземних мов,
Тернопільський національний технічний університет імені Івана Пулюя (м. Тернопіль, Україна)

Nadia Denysiuk,

Ph. D. in Philology, Associate Professor,
Department of Ukrainian and Foreign Languages,
Ternopil Ivan Puluj National Technical University (Ternopil, Ukraine)
denysiuknadia@gmail.com
ORCID iD 0000-0001-8197-2183

Леся Назаревич,

кандидат філологічних наук, доцент кафедри української та іноземних мов,
Тернопільський національний технічний університет (м. Тернопіль, Україна)

Lesia Nazarevych,

Ph. D. in Philology, Associate Professor,
Department of Ukrainian and Foreign Languages,
Ternopil Ivan Puluj National Technical University (Ternopil, Ukraine)
lesia.te@gmail.com
ORCID iD 0000-0002-0566-9200

Жанна Баб'як,

кандидат педагогічних наук, доцент кафедри української та іноземних мов,
Тернопільський національний технічний університет (м. Тернопіль, Україна)

Zhanna Babiak,

Ph. D. in Education, Associate Professor,
Department of Ukrainian and Foreign Languages,
Ternopil Ivan Puluj National Technical University (Ternopil, Ukraine)
b.janna73@gmail.com
ORCID 0000-0002-3205-0112

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ПРАКТИЧНЕ ЗАСТОСУВАННЯ КРАЇНОЗНАВЧИХ ТЕКСТІВ НА ЗАНЯТТЯХ УКРАЇНСЬКОЇ МОВИ ЯК ІНОЗЕМНОЇ

Анотація. Статтю присвячено актуальній темі: вивченню країнознавчих текстів як основної комунікативної одиниці на заняттях української мови як іноземної. Викладені в статті ідеї проілюстровано прикладами, взятими з досвіду викладання української мови як іноземної в Тернопільському національному технічному університеті імені Івана Пулюя. Проведено аналіз сучасних досліджень та публікацій. Акцентовано на важливості враховувати лінгвокультуральний підхід, емоційну складову, добираючи пісні, фразеологізми, скоромовки, тематичні тексти. На прикладі ліричної пісні «Гуцулка Ксеня» продемонстровано, як на рівні тем, образів, лексем можна розповісти інокомунікантам про ментальні особливості гуцулів, культуру, природу, народні інструменти. Подано низку методичних напрацювань на е-платформах: open4ukrainian.education/gutsulka-ksenya/; <http://bit.ly/rizdvanyi-pisni-kolyadki>, розкрито переваги роботи з онлайн-інструментами: Wizer.me (<https://wizer.me/>), Learningapps (<https://learningapps.org>), що надважливо



в умовах дистанційного навчання. «Мета публікації — привернути увагу викладачів-мовників до необхідності підбирати навчальні матеріали з урахуванням доцільності та практичного застосування інформації; зосередитися на розвитку комунікативної компетенції; довести доречність урізноманітнення завдань та прикладів; поділитися досвідом викладання української мови в середовищі іноземних студентів. Взято за основу герменевтичний, комунікативний, культурознавчий та ін. методи, важливості візуалізації дотекстових і післятекстових вправ, запитань, післятекстових коментарів. Методологічною основою цієї розвідки послугували праці Ганни Швець. Проаналізовано та описано змістове наповнення країнознавчих текстів, які сприяють формуванню лінгвокраїнознавчих знань про Україну, допомагають адаптуватися студентам-іноземцям до України та ознайомитися з її реаліями.

Ключові слова: українська мова як іноземна, комунікативний підхід, країнознавчі тексти, адаптація, методика викладання, інтерактивні вправи.

PRACTICAL USAGE OF CROSS-CULTURAL TEXTS IN THE CLASSES OF UKRAINIAN AS A FOREIGN LANGUAGE

Abstract. The article is devoted to a topical issue: the study of cross-cultural texts as the main communicative tool in Ukrainian language classes as a foreign language. The ideas presented in the article are illustrated by examples based on the experience of teaching Ukrainian as a foreign language at Ternopil Ivan Pulu National Technical University (TNTU). The analysis of modern researches and publications is carried out. The importance of considering the linguistic and cultural approach is emphasized, as well as the emotional component, choosing songs, phrases, colloquialisms, and thematic texts. Based on the lyrical song "Hutsulka Ksenia", the authors demonstrated how at the level of themes, images, and tokens it is possible to tell foreign communicators about mental features of Hutsuls, culture, nature, and folk instruments. A number of methodical developments on e-platforms are given: open4ukrainian.education/gutsulka-ksenya/; <http://bit.ly/rizdvyanipisni-kolyadki>, the benefits of working with online tools are revealed: Wizer.me (<https://wizer.me/>), Learningapps (<https://learningapps.org>), which are very important in distance learning languages. The objective of the article is to draw attention of teachers-practitioners to the need of selecting educational materials with consideration of the expediency and practical application of information; to focus on the development of communicative competence; to prove the relevance of a variety of tasks and examples; to share the experience of teaching the Ukrainian language among foreign students. The hermeneutic, communicative, cultural and other methods are applied in the research; the importance of visualization of pre-text and post-text exercises, questions, post-text comments is studied. The methodological basis of this research is the work of Anna Shvets "Theory and practice of teaching the Ukrainian language to foreign students of humanities: a monograph" (Shvets, 2019). The content of cross-cultural texts, which contribute to the formation of linguistic and local lore knowledge about Ukraine, and help foreign students adapt to Ukraine and be acquainted with its realities, is analyzed and described.

Keywords: Ukrainian as a foreign language, online tools, communicative approach, linguistic cross-cultural texts, adaptation, methods of teaching, interactive exercises.

INTRODUCTION

The problem formulation. Adaptation of foreign students in Ukraine depends on the level of Ukrainian language proficiency, psychological and physical ability to immerse in the Ukrainian-speaking space, and language training, which is partly based on working with cross-cultural texts that help intercultural groups adapt to the country of residence and join its socio cultural life.

The issue of studying the Ukrainian language as a foreign language (UFL) by foreign students receiving higher education in Ukraine is relevant for linguists in terms of teaching methods. For foreign communicators, language is not only an academic discipline, the study of vocabulary and grammatical constructions, but also a means of obtaining the necessary information in an unfamiliar environment, a way of adapting to the country of residence. Cross-cultural texts are the main array for working in the classroom, which are necessary for the promotion of tangible and intangible national heritage of Ukraine.

Analysis of recent researches and publications. Since the middle of the twentieth century, the linguistic aspect has been of interest to scientists from around the world (K. Apel, F. Buslaev, T. Voloshinova, V. Von Humboldt, J. Grimm, J. Gerder, B. Kassen, K. Klakhon, O. Potebnya, E. Stewart, E. Hall, G. Steinthal, K. Jaspers, etc.). At the present stage, linguistic issues are covered by Ukrainian scholars, in particular O. Antoniv, V. Gorodetska, O. Gorda, V. Vladimirova, V. Kononenko, T. Leshchenko, D. Mazuryk, N. Malyuga, S. Pilishek, M. Redkva, N. Sarnovska, O. Trumko, H. Shvets, O. Shevchenko and others. Due to the interest in the Ukrainian language as a foreign language, every year more and more methodological and scientific works appear, in which cross-cultural texts act as a basis for the theoretical and practical approach to intercultural communication. The monograph by H. Shvets "Theory and practice of teaching Ukrainian to foreign students of humanities" (Shvets, 2019) is a significant contribution to the development of UFL. In this work, a focus is made on coverage, analysis, and theoretical justification of cross-cultural and local lore approaches. A novelty of cross-cultural studies is the textbook "The Key to Ukraine. Cities and people" (Kliuchkovska, Horda, Trumko, Martynshyn, Temnyk, Rusnak, 2020). At Ternopil Ivan Pulu National Technical University (TNTU), foreign students study the textbook "Ukrainian language for foreigners. Level B1 – B2" by L. Nazarevych and N. Havdyda (Nazarevych, Havdyda, 2017). In addition to texts about everyday, educational, business, economic, political, scientific, and technical life, the practicing teachers consider the expediency of studying songs. This issue is covered more thoroughly in the work "Song creativity – a component of the methodology of teaching Ukrainian as a foreign language" (Nazarevych, Denysiuk, 2020, p. 95-98).



AIM AND TASKS RESEARCH is to share the experience gained by the Department of Ukrainian and Foreign Languages of TNTU in the field of teaching Ukrainian as a foreign language; to highlight issues related to working with cross-cultural texts in the study of this discipline, where Ukrainian is positioned as a socio cultural phenomenon. Besides, the new ways of developing communicative competence of speakers and adapting them to a foreign language country should be found. The challenge is to emphasize the importance of working with pre-text and post-text exercises, semanticizing and visualizing vocabulary, selecting didactic material, including interactive exercises in the system of distance education, based on communicative needs and language proficiency of students.

The **object** and **subject** of research is a method of teaching Ukrainian as a foreign language, based on cross-cultural texts, and didactic materials for study in the classroom.

RESEARCH METHODS

The methodological basis is a hermeneutic approach, the essence of which is to consider broad textual and non-textual factors, diverse contexts. Empirical method is based on the experience of teaching at TNTU. Bibliographic one is applied to identify, select and systematize scientific and educational literature; cultural-historical – to consider the phenomena proposed for study in broader contexts. Contextual method is used to study each phenomenon in the context of history, psychology, cultural traditions; descriptive one – to describe cross-cultural and local lore texts. Analytical method systematizes and structures educational material into small components for the introduction of communicative and reproductive exercises in the classes of Ukrainian as a foreign language; inductive one embodies practical examples at the pre-theoretical level.

RESEARCH RESULTS

The theoretical and practical value of the obtained results is that they can be considered as a form of finding effective ways for teaching foreigners and can be used by teachers of Ukrainian as a foreign language during classes with foreign communicators and in research.

In this article, the authors cover the study of Ukrainian as a foreign language in intercultural groups. For foreign students studying in Ukraine, the Ukrainian language is not only a discipline and the process of learning vocabulary and grammar, but a means of obtaining the necessary information in an unfamiliar environment, a way to adapt to the country of residence. Anna Shvets, Doctor of Philology, helps understand the difference between the terms "local lore and cross-cultural text". Educational scientific texts about Ukraine form the basis of a textbook on country studies and are used in the practical course of UFL. Thus, they are called "cross-cultural or country studies" (Shvets, 2019, p. 259). Such texts contribute to the immersion of foreign communicants in language and culture at all linguistic levels. Based on the above, cross-cultural texts are necessary to promote the tangible and intangible national heritage of Ukraine. To acquaint foreigners with Ukrainian history through the prism of learning the Ukrainian language is a difficult way. The teachers should take into account the peculiarities of psychology and the interests of those for whom the material is intended, because the languages of students who came from other countries are completely different. That is why, the authors consider the necessary work with texts that would affect the topics of life, environment, cultural leisure, recreation, education, science and technology, sports, health, nutrition, ecology, social and political life, traditions, customs and holidays, stereotypical thinking of Ukrainians, economy, etc. Communicative skills and abilities to each of the levels (A1-B2) must be built based on all types of speech activity: listening, reading, speaking, and writing. Visualization of textual information with the help of video presentations and mental maps (on platforms Xmind, Canva, etc. platforms) is of great help. This approach is primarily based on standardized requirements for levels of proficiency in Ukrainian as a foreign language (Antoniv, Synchak, Boyko, 2020), and is designed to promote fluent speech of foreign communicators, to broaden their horizons.

The main goal of the lessons is to improve the student's speaking skills, which is formed based on reading competence. "Foreigners face numerous problems related not only and not so much to grammar as to vocabulary, correct pronunciation, text analysis, auditory perception, reading, etc. [...] As non-native speakers, they must be able to not only read and write, but also to speak Ukrainian, to ask questions correctly." (Erdoğdu, 2020) Thus, formulation of post-text questions, paraphrasing parts of the text, additional interpretation, comparative analysis – this is an opportunity to intensify students' speech activity, involve critical thinking in the discussion of texts, help foreigners understand people with whom they have to live in the same country. However, the texts must be updated according to the communicative situation, giving preference to phrases needed in everyday life. Communication skills, in particular skilful use of typical etiquette clichés, proverbs, sayings, and language templates are the challenge of learning. Having mastered them, a foreigner would be able to meet, talk on the phone, find out the address, arrange a meeting, ask about details that interest him, clarify or refute information, praise interlocutor or to object to it, be acquainted with recipes of national cuisine, discuss or exchange impressions about architectural or cultural monuments in social networks. He would also be able to choose a tourist route based on the analysis of Ukrainian-language sites, "Ukrainer", "Travel Ukraine", "Honchar's Museum", Orest Zub's blog "Travel. Learn. Earn", etc.), reviews of excursions and trips, advertising projects, announcements of cultural events, maps, etc. The authors believe that well-selected cross-cultural materials help not only adapt to the country where foreigners live, but also become a part of it (Nazarevych, Denysyuk, Kotovs'ka, 2021, p. 120-124).

A thorough material for students who master the Ukrainian language at levels B1-B2, C1-C2 is a two-volume work of Ukrainians of the International Institute of Education, Culture and Diaspora Relations of the National University "Lviv Polytechnic" "The Key to Ukraine. Cities and people" (Kliuchkovska, Horda, Trumko, Martynshyn, Temnyk, Rusnak, 2020). The textbook reveals to foreigners more facts about famous writers, architectural monuments and cities of Ukraine. Texts about modern events in Ukraine ("Donetsk", "Cyborg Remembrance Day", "Savur-grave"), letters and instructions of Vasyl Stus, an excerpt from the speech of Iryna Kalynets, "Three stories about 300 soldiers", an excerpt from the novel



V. Shklyar's "Black Sun", and photos with cyborgs broadcast the truth about Ukraine. The above material debunks the myths that remain many of the "Soviet" times, help form their own opinion, preferences, inner character, and stimulate to self-education. It is needed not only by those for whom the Ukrainian language is foreign or inherited, but also by young people who receive education in their native language.

A necessary component of every lesson in Ukrainian as a foreign language, as well as any foreign language, is work with pre-text and post-text exercises. Having analysed a number of modern didactic materials on UFL, the authors paid attention to the textbook on the Ukrainian language for foreign students by Anna Shvets "Meet: Kyiv". The author, following the principle of consistency, gradually "leads" the foreigner from simpler to more complex material, distinguishing typical lexical and grammatical constructions present in the texts, as well as constructs grammatical tasks in accordance with the stylistic features of the texts (Shvets, 2021).

In TNTU, in classes on the Ukrainian language as a foreign language, in addition to educational texts, the teachers practice the study of folk and modern songs. Linguistic and stylistic elaboration of lyrics deepens the aesthetic and cognitive reception of cultural phenomena. Our observations are confirmed by scientific and methodical researches of L. Antonov, O. Denga, O. Leshchenko, I. Samoilenko, V. Yufimenko, V. Kokorina, V. Bader, V. Gorban, A. Karolchuk-Kozyr, L. Semenova, P. Kayak, M. Laskevych, H. Shvets. According to Hanna Shvets, songs contribute to "effective practice of pronunciation (articulation, accentology, orthoepic, intonation) and auditory skills, mastering lexical and grammatical norms of language, development of productive skills, formation of linguistic competence" (Shvets, 2019, p. 324).

Dynamics, rhythm, systematic repetitions help reproduce certain phrases immediately after the first listening. On the example of the song "Hutsulka Ksenia" we are once again convinced that songs and exercises help foreigners immerse themselves in Ukrainian culture. Under the condition of interaction with the teacher the student can grind the pronunciation of such Ukrainian sounds as: [б], [п], [ж], [з], [с], [р], [к], [х], [ш], [о], [у], emphasizing the repetition of words "полонина", "постать", "пізнав", "трембіта", "серце кохає" and others. They could understand the meaning of words гуцул, гуцулка, полонина; learn more about the Carpathians and the mountain people; discover the mountain flora and continue linguistic and cultural research (in the Carpathians, there are 28,000 large and small rivers; deciduous and coniferous trees are of great importance for man and nature; there are several species of conifers (pine, spruce, spruce, thuja, juniper). The students could learn more about Ukrainian folk instruments, in particular: the length of the trembita reaches 8 meters and this longest wind instrument entered in the Guinness Book of Records is a symbol of the Carpathians, and the trembita and the flute are not the same). In addition, the text of the song allows the teacher to talk about imagery, because at the level of imagery (грають хвилі; сумують очі сині; нічка вкриває гори й заливає полонину; чорнобрива дівчина; серце гаряче, мов жар) the beauty of the Ukrainian language is encoded, (<https://open4ukrainian.education/gutsulka-kseniya/>).

In winter period the teachers offer students to listen and sing carols, study "Shchedryk" by Mykola Leontovych, songs of the Christmas cycle ("Nicholas Bearded", "Nicholas", "Dzen'-dzelen'", "God was born on a sleigh", "Silent Night, holy night", "New joy has come", "Oh, how grey is cuckoo"). The complex methodical development, which is devoted to holidays and traditions, can be found on the website <http://bit.ly/rizdvyani-pisni-kolyadki>. Online tools (Wizer.me (<https://wizer.me/>), Learningapps (<https://learningapps.org>), etc.) simplify grammar acquisition, facilitate memorization of the text through repeated repetition, promote pronunciation training, and help consolidate knowledge with morphology and syntax, memorize language clichés.

Working with cross-cultural texts involves open and closed questions that can be focusing, suggestive, evaluative. The leading questions are most relevant in the audience that has mastered the propaedeutic language-training course. At each stage of the work such questions are justified, because they "encourage" not to speak, but also to argue, to see the problem from a different point of view (Nazarevych, 2020, p. 111). Problematic questions are also relevant. The teacher's task is to encourage students to talk, so it is advisable to ask open-ended questions during the discussion, for example, after reading the text about the history of "Shchedryk" by Mykola Leontovych, you can ask students: "What impressed you the most?", "Why do you think the melody of "Shchedryk" fascinates people for 100 years?". We amplify the impression of Ivan Malkovych's poetry "Leontovych" by discussing the action of the All-Russian Special Commission agent.

It is worth emphasizing the importance of comments on ethnographic texts. The commentary removes the difficulties of linguistic and ethnographic nature at the pre-text stage. Teachers-practitioners emphasize that comments should not overload the reader with information (Shvets, 2021, p. 385), in addition, the commentary is an explanation of specific cultural realities. In the textbook "Ukrainian for Foreigners" (Nazarevych, Havdyda, 2017), the authors provide comments on the Christmas and Easter holidays, supplementing the context with videos: <https://youtu.be/EFDw1PeITdA>. The text "Easter is a holiday of all Christians" is illustrated by the following comments: "Easter is a holiday in honour of the resurrection of Jesus Christ, the victory of good over evil, life over death" or "Easter eggs are chicken eggs painted red or yellow, and Easter eggs are chicken eggs painted with a certain ornament (Nazarevych, Denysiuk, 2020 p. 166). After reading this information, we offer students to paint Easter eggs in the morning before Easter. This activity opens up a number of possibilities: repeat the name of colours and geometric shapes, change verbs (брати, писати, провести, намалювати, покласти, занурити, витерти, подивитися), memorize the form of the imperative mood of these verbs, discuss symbols, establish a positive psycho-emotional climate. The text is complemented by an audio podcast: <https://soundcloud.com/ukraine-audio-book-grammar-2/velykden> and visual materials on the FB-page "Ukrainian for foreigners": <https://m.facebook.com/ukrainian.for.foreigners/posts/214017172705584>. All these elements are a way to immerse into the language and socio-cultural environment.

Humorous stories, news, press articles, short videos about travelling in Ukraine, cuisine, life, music, traditions, phrases, recipes also serve as appropriate illustrative material that unobtrusively introduces foreigners to our realities. Talking or



stumbling blocks should not be overlooked at all stages of language acquisition. Thus, a humorous poem by Olesya Mamchych: *Ось античний грек / підіймає глек / а ось це грекиня / в неї є глекія / а ось греченятко, в нього глеченятко / греченятко в глечку / поскладало гречку / та й питає в грека / як дістати глека* – is a great tool for training phonetics, including solid hissing sound [ч], as well as sonorous larynx [г]. It should be noted that incommunicators often pronounce [г] as voiceless sound [х], and such a similarity in pronunciation is permissible only within five words, and not at the beginning and not at the end: *легкий, нігті, кігті, вогкий, дігтяр*. With the help of slow and then fast repetition of this patten, you can achieve a double goal: to improve pronunciation and talk about diminutive suffixes: suffixes -ен(я), -ен(я), -ат, -ят, -атк(о), -ятк(о), etc. Patters: *У бобра добра багато; Біжать стежини поміж ожини; Побачив вовк козу, забув про грозу; Ніс Пилип плуг через поріг* – serve as a good exercise for training the pronunciation of the pair "voiced-voiceless » [б]-[п], «although, б and п, – according to Olga Dubchack, – work in pairs, they are not interchangeable» (Dubchak, 2020, p. 990. Such examples help students understand the subtleties and specifics of the Ukrainian language. In general, any patters are selected and arranged words in a way that requires some effort from the speaker and helps develop diction and correct articulation.

Communicative exercises designed to paraphrase word combinations, write sentences from suggested words, ask all possible questions to sentences, complete sentences, replace narrative sentences with interrogative ones, retell a fragment about a historical monument, give a title, determine the main idea of the text, write plan, and reproduce statements contribute to the development of speech skills of foreign students. Reproductive exercises should not also be avoided, as they encourage uttering based on already familiar grammatical material. Repetition of phrases during the same type of answers becomes automatic, quick search for appropriate tokens.

That is why listening exercises on the SoundCloud platform are so important when learning a language. Actually, listening takes place in three stages: 1) listening, 2) listening and reproducing what is heard, 3) synchronous repetition with imitation of the speaker's intonation. Such tasks promote spontaneous memorization of vocabulary, word order in sentences, help focus on grammatical phenomena.

According to A. Schopenhauer, if a person correctly understands the spirit of a foreign language, he will also take a big step towards understanding the nation that speaks this language; for the style of language is connected with the mind of the individual, just as language belongs to the mind of the nation. A person can fully master another language when he is able to translate not books, but to transform himself into another language, when, without losing his individuality, he can immediately communicate in that language. Thus, it pleases both foreigners and their compatriots (Schopenhauer, 1992, p. 34). Therefore, based on the above, it is necessary to build work with texts, because well-chosen materials help not only to adapt to the country where foreigners live, but also to become a part of it.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

The presented material allows drawing the following conclusions: the teacher's task is to choose carefully the content for the adaptation of a foreign student to the language environment, and to apply methods that would be subject to didactic purposes. They also structure tasks, depending on educational tasks to select interesting unobtrusive historical and cultural material for reading and discussions, in particular songs, to adhere to the principle of consistency and continuity, to connect new information with already known material, and to explain unfamiliar words, give examples, resort to pre-text and post-text commenting. At the present stage of development of the Ukrainian language as a foreign language, there is a need for high-quality multi-genre texts, audio and video materials that would promote Ukraine in the world, promote the formation of linguistic knowledge about Ukraine, encourage the discovery of Ukrainian culture through language. Prospects for further research are to find new ways of delivering classes in Ukrainian as a foreign language with consideration of the specifics of cultural and historical experience, national features, and the linguistic picture of the world of foreign communicants.

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