

## ADVANTAGES AND DISADVANTAGES OF THE VIRTUAL LEARNING ENVIRONMENT FROM UKRAINIAN AS A FOREIGN LANGUAGE FOR STUDENTS OF THE 2<sup>ND</sup> COURSE OF TECHNICAL HIGHER EDUCATION INSTITUTION

*The article highlights the main advantages and disadvantages of the implementation of the Virtual Learning Environment (VNS) during distance learning of Ukrainian as a foreign language (UFL) in a group of second-year foreign students at the National University "Lviv Polytechnic". The focus is on clarity and consistency in the presentation and use of textbooks and manuals on UFL, the use of tasks and exercises for different types of speech activities: listening, reading, writing, speaking. Possible programs for distance learning and methods of information transfer during virtual learning are described. The definition of distance learning in the VNS as one of the forms of realization of interdisciplinary connections and integration of knowledge in several subjects is clearly outlined. It is also a means of increasing the motivation to study the subject, as they create conditions for the practical application of knowledge; develop self-education skills, because most of the preparation for classes foreign students carry out independently and in extracurricular activities; online classes transfer skills to new areas that have not been studied before, which helps students make decisions about creative production situations. An unconventional type of lesson is considered, which is rather one of the forms of the project, which allows to integrate knowledge from different areas to solve one problem. The article presents important principles of understanding, mastering and accumulation of vocabulary on the basis of popular science and technical texts, which are the basis for the development of analytical skills, ingenuity and competence of foreign students. Various types of falls have been proposed for the study of the Ukrainian language in a foreign language environment. Examples of exercises for writing and reading are described with examples that help foreign students to learn the vocabulary of the Ukrainian language. There are also samples of tasks that were difficult to work with in a practical lesson in a group of second-year students at the National University 'Lviv Polytechnic'. The focus is on the problems of teaching Ukrainian as a foreign language in technical universities. The article presents observations on the use of modern pedagogical technologies as a form of learning organization.*

**Key words:** *Ukrainian as a foreign language, online tutorials, distance learning, integration of knowledge, popular science texts, foreign language environment.*

(статтю подано мовою оригіналу)

Modern needs of studying Ukrainian as a foreign language in technical universities are primarily related to the development and preservation of the Ukrainian language, quality development of the Ukrainian language space and the search for new methods of teaching and presenting language material to foreign students [4, p. 253].

It should be noted that learning a language is a difficult and painstaking process. Everyone who studies and teaches is looking for the most effective methods of mastering and presenting it. VNS of the National University 'Lviv Polytechnic' was a significant step forward, in particular in the search for new methods of studying the Ukrainian language as a foreign language in technical universities. It is the task of each of us to search for and implement modern pedagogical technologies as a form of teaching organization and to combine theory and practice. This will integrate knowledge from different fields to solve one problem, to apply the acquired knowledge in practice [6, p. 1].

Implementation of distance learning in Ukraine is very heterogeneous. Many teachers and students have accepted the new challenge and are coping with it, but there are some who cannot afford it, as they do not have the necessary technical means, knowledge, skills or even desire. Distance learning has become a test for Ukrainian educational institutions in general and teachers in particular of how quickly they can respond to these challenges, how flexible and effective they can be in uncomfortable conditions, as well as computer literacy and the ability to work on modern online educational platforms. The basis of effective distance learning is the self-organization of students, the desire to learn no matter what. Namely, there are problems with this: low motivation to study at students of Ukrainian universities is a real pain point [7, p. 1].

Learning during online classes (not only in Ukrainian) in a foreign language audience is a fairly common and often researched issue. In the process of studying the Ukrainian language as a foreign language, special attention should be paid to mastering its vocabulary and terminology, in particular the field in which the student is preparing to become a specialist. Therefore, the study of methods of working with foreign students of Ukrainian terminology is relevant and very necessary, according to Z.Y. Kunch [5, p. 198]. Assimilation of Ukrainian vocabulary and terminology of a foreign student by his / her specialty is complicated by several circumstances. First, in the process of everyday communication of a foreign student in a Ukrainian-speaking environment, terminological vocabulary does not sound. Secondly, the assimilation of Ukrainian terms by foreigners causes difficulties due to the disorder and lack of stability of certain terminological systems. Third, the study of professional language by students takes place in parallel in online classes in the Ukrainian language, and during the study of professional disciplines remotely. Therefore, the assimilation of professional terminology takes place under the guidance of a teacher of philology, and through lectures or comments of teachers of professional disciplines. The advice and guidance of different teachers

may differ, and this, of course, does not contribute to a better mastery of the relevant terminology. Fourth, acquiring skills of professional work during industrial practice, a foreign student may encounter industrial-professional jargon, in which certain concepts have their own names, different from terminological ones, which are often not even recorded in textbooks or dictionaries [5, p. 199]. One of the effective ways to learn Ukrainian as a foreign language is to study its lexical structure by word formation, according to N. Dzenzyura [3, p. 79].

Create conditions for motivated practical application of knowledge, skills and abilities, give foreign students the opportunity to see the results of their work and get joy and pleasure from it, interest them in learning vocabulary, grammar and terminology of the Ukrainian language based on popular science and technical texts, make classes exciting, to improve communicative and cognitive skills aimed at systematization and deepening of knowledge and exchange of this knowledge in terms of cooperation – all this is the goal of every specialist [4, p. 127].

**The aim of the article** is to show how knowledge of the Ukrainian language as a foreign language can be transferred to students in the most accessible way during distance learning and how to help them learn it in the most interesting way. Investigate the possibilities of using different types of exercises and tasks for popular science and technical texts on the Ukrainian language in a foreign language audience, to reveal one of the forms of realization of interdisciplinary links and integration of knowledge in several subjects. To provide an opportunity for faster formation of lexical and semantic skills in the process of teaching the Ukrainian language to foreign students of technical specialties; show a system of possible methodological techniques and materials aimed at studying vocabulary, grammar and terminology in a variety of programs; to indicate the ways of realization of communicative and functional-stylistic approaches in the formation of language, speech and communicative competence in Ukrainian language classes in a foreign language audience in four types of speech activity.

**Presenting main material.** The language of instruction is one of the most important criteria for work, especially for foreign citizens. But learning a language remotely and listening to lectures online is doubly difficult. The National University 'Lviv Polytechnic' has developed a program of VNS <http://vns.lpnu.ua/>, where every student and teacher can receive professional help in a particular specialty. All curricula, work schedules, lecture topics, abstracts, dictionaries and tests are all freely available. There are separate logins and passwords for each employee and student. This program clearly defines the system of assessment and verification of homework and tests. Everything can be seen in the so-called 'evaluation log', which is enough to download from the ANS to any device and demonstrate whether to save for future work or verification. However, a disadvantage is that the program can periodically 'hang' and not open when a large number of users come at the same time, and this creates an additional burden on each teacher, who must respond quickly to the problem and find a solution.

During the quarantine period, distance learning was an impetus for learning about new teaching and learning opportunities not only for teachers but also for students. The process of sharing experiences was mutual. Everything new is always scary, but at the same time, it clearly shows who is ready for the test and who is not.

It must be admitted that, unfortunately, for some foreign students studying in Ukraine is becoming a continuous race. The first is their inability to learn and their disorganization. Secondly, there are some shortcomings in the organization of the educational process and the formation of groups: students who came from different countries and with a certain time difference, can not 'at the start' have the same level of training, but often are credited in one study group. Third, there is the idea of the temporality of the stay at the university. Many students plan to go to a third country in the future, maybe even change their specialty, and as a result – unwillingness to delve not only into the life, customs and culture of Ukraine, but also in the educational process: invest time, complete tasks, buy books, manuals, etc. The practice of distance work has shown that a certain number of students do not want to learn to work on different platforms. They barely understood Messenger because they were familiar with Facebook. Fourth, there is often a lack of culture on the part of individual students when conducting online classes. They are late (join the couple late), do not do homework. The desire to write off and mislead the teacher is becoming almost the norm for them, they are very noisy and impatient, have no respect for the teacher and their colleagues; stronger students try to answer instead of weaker ones. Cameras are often not turned on for various reasons, so it is not clear who is actually working and how to evaluate such a student. Fifth, online use is underutilized because students are often unable (or unwilling) to work independently with a book, especially if there is no translation in their native language. However, knowledge of many English is also very low. The work in the first semester is based on the manual 'Step-2 (level B1)' [8, p. 160]. Given the above realities, it is often necessary to return to this book in the future, because the full assimilation of new material provided by the program becomes a problem in this situation.

Distance learning process in groups of second-year students turns mainly into short video lessons, during which the teacher only has time to give them brief information, check homework and (often) conduct an educational conversation. To explain grammatical topics, reading time is often simply not enough. In order to somehow solve the problem, students in Messenger are sent the necessary photos from the book. Beforehand, they listen to the instructions for performing the exercises with the indicated numbers. Some time (15-20 minutes) is given for execution and then the work continues. It saves the fact that students live together (several people in a room), and can use one device to communicate and another to view the material. However, many students do not have a computer or laptop (only smartphones), which, again, creates additional difficulties. Given the situation, we are often forced to select simpler materials for work, in particular, we use the manual 'Ukrainian for foreigners. Step by step' [5, p. 288].

We offer a list of tasks that have become the main to work with this category of foreign students during distance learning. Written exercises: 1) to fill in the blanks – nouns of being and non-being with the questions Хто?/Що? (Who?/ What ?) using pictures; 2) add the word in the appropriate kind. Repetition of the genus noun; 3) add the ending. Repetition of the exclamatory case; 4) emphasize words. Repetition of the noun number (singular and plural); 5) enter the words in three columns, according to the case endings of the genus noun; 6) read and write over the words gender and number of the noun; 7) complete the table with examples from the help. Repetition of personal pronouns: *мій, моя, моє, мої; твої... (ты, yours...)*; 8) instead of dots put: *мій, моя, моє, мої... (ты)*; 9) finish the sentence according to the sample: *це мій .... / це мій брат (this is my.... / this is my brother)*; 10) rewrite the words, inserting the missing letters, and determine the genus: *кім...ата (...)* – *кімната (ж.р.) (r...t – room)*; 11) to form plural forms from the given nouns: *університет – університети... (university - universities...)*; 12) to form plural forms from nouns and to emphasize letters denoting sounds that disappear or change: *палець – пальці... (finger – fingers...)*; 13) answer the questions using the words in parentheses: *Яка це стопа? (великий) – Це велика стопа (What is the foot? (big) – This is a big foot)*; 14) write adjectives in the right form: *молодий, а, е, і (студент, дівчина, хлопці) (young (student, girl, boys))*; 15) write phrases in the plural: *новий гуртожиток – нові гуртожитки (new dormitory – new dormitories)*; 16) describe the portrait of the person in the photo, his portrait, the portrait of his friend; repetition of the theme of human characteristics, etc. Reading exercise: 1) tables with personal pronouns – *я, ти він, вона, воно, ми, ви, вони (I, you, he, she, it, we, you, they)*, according to the questions *Чий?, Чия, Чие?, Чий? (Whose?)*; 2) study of adjectives and acquaintance with antonyms (*високий – низький (high – low)*); questions to the adjective (*Який?, Яка?, Яке?, Які?*) (*Which?*); genus of adjectives, etc.

During the semesters, which took place in the conditions of distance learning, we worked with students on a large number of written exercises and tasks. We were able to spend much less time listening and speaking. The expected result for the study and introductory reading was not given. In the remote mode, students practically do not perceive them, do not work with the dictionary, do not form their own dictionaries and comments on texts, and so on. They try their best to use Google Translate for the whole text, to understand, in general, his native language and to stop there without memorizing a single new word. Instead, as you know, if you hold a class in the classroom, this type of work is given a lot of time and effort. During distance learning, students also perceive information worse, there are often attempts to read and answer several of them at the same time, which leads to severe distortion of sounds and pronunciation of words. In the first period of distance work we had to spend a lot of time to overcome the students' fear of independent answers. Each student sometimes had to listen two or three times.

In general, the distance form significantly slowed down the learning process, and in such conditions, working on the Zoom platform (if it is limited in time) generally gives a bad result. If we take into account all the above points, we can say that the number of shortcomings in online learning outweighed the number of sophomores acquired clear practical skills. They have not been able to comprehend the university program and make full use of the ANS platform.

At the same time, the introduction of distance learning in the Ukrainian language for foreign students of different courses and specialties was very heterogeneous in practice. For many (representatives of Ecuador, Congo, Azerbaijan, Morocco; specialties: applied mathematics, biotechnology, architecture, tourism, cybersecurity, bioengineering, international relations) it was a good test. They were able to actively group in Viber and Messenger, corresponded on the organization and conduct of classes. The work continued in a coordinated manner and according to the schedule formed at the beginning of the semester (of course, with small adjustments). Students helped each other using all possible languages of communication. It is clear that they spent more time on their own (including writing assignments and reading exercises), because due to poor communication we could not always hear and see them well. But we practiced basic grammar topics and listening together during distance learning classes. The majority of foreigners (although, as we noted above, not all of them) coped with the tasks in the VNS, in general, did well, which indicates their readiness for new learning conditions.

**Conclusion.** The rapid integration of distance learning into the educational process, due to the introduction of quarantine restrictions, has become a major impetus for its further development. There is also no doubt that the realities in which we find ourselves today will be a good stimulus for the development of creative and creative potential of Ukrainian teachers. It is in the process of approbation and elaboration of certain methodological developments that the scheme that can help foreign students learn the language and guide teachers to find a variety of methods of teaching and presenting language material is clearly emerging. Distance learning has become one of the areas for solving important problems in conducting practical classes on the Ukrainian language as a foreign language. They provide an opportunity to develop analytical skills, ingenuity and competence of students, have significant educational potential, and are a means of increasing motivation to study subjects, as they create conditions for practical application of knowledge and develop skills of self-education. But even a well-thought-out lesson will always have certain shortcomings, clarifications and so on. Therefore, only in communication and knowledge of the needs of the student can the teacher achieve the truth in teaching and learning.

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#### **Бойко Г. І. Переваги та недоліки віртуального навчального середовища з української мови як іноземної для студентів 2 курсу технічних вишів**

У статті висвітлено основні переваги та недоліки при впровадженні Віртуального навчального середовища (ВНС) під час дистанційного викладання української мови як іноземної (УМІ) у групах студентів-іноземців других курсів Національного університету «Львівська політехніка». Зосереджено увагу на чіткості і послідовності у поданні і використанні підручників та посібників з УМІ, застосуванні завдань і вправ для різних видів мовленнєвої діяльності: слухання, читання, письма, говоріння. Описані можливі програми для дистанційного навчання та способи передачі інформації під час віртуального навчання. Окреслено місце дистанційного заняття у ВНС як однієї з форм реалізації міжпредметних зв'язків і інтеграції знань з кількох предметів, як засобу підвищення мотивації до вивчення предмету, оскільки він створює умови для практичного застосування цих знань, розвиває навички самоосвіти. Значну частину часу підготовки до заняття студенти-іноземці здійснюють самостійно і позаурочно. На онлайн-заняттях відбувається перенос умінь в нові області, що не вивчалися раніше. Це допомагає студентам приймати рішення у творчих виробничих ситуаціях. Розглянуто нетрадиційний вид уроку, який є радше однією з форм проекту, що дозволяє інтегрувати знання з різних областей для рішення однієї проблеми. У статті презентовані важливі принципи розуміння, засвоєння і накопичення словникового запасу мови на основі науково-популярних та технічних текстів, які є базою для розвитку аналітичних здібностей, винахідливості й компетентності студентів-іноземців. Запропоновано різні види вправ для вивчення української мови в інішомовному середовищі, описані приклади вправ для письма і читання із прикладами, які є допомогою студентам-іноземцям для засвоєння лексики української мови. Також наведено зразки завдань, з якими було важко працювати на практичних заняттях у групах студентів других курсів. Зосереджено увагу на окремих проблемах викладання української мови як іноземної у технічних вишах. У статті подані результати спостережень щодо застосування сучасних педагогічних методик як форми організації навчання.

**Ключові слова:** українська мова як іноземна, онлайн-уроки, дистанційне навчання, інтеграція знань, науково-популярні тексти, інішомовне середовище.