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СУЧАВСЬКИЙ УНІВЕРСИТЕТ  
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**ІНТЕНСИВНИЙ КУРС УКРАЇНСЬКОЇ МОВИ ЯК  
ІНОЗЕМНОЇ ДОСЯГНЕННЯ КУЛЬТУРНОГО ІНТЕЛЕКТУ****Антоніна АНІСТРАТЕНКО,**Буковинський державний медичний університет,  
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**Аністратенко Антоніна. Інтенсивний курс української мови як іноземної досягнення культурного інтелекту.** Викладання української мови як іноземної у ВНЗ України медичного та природничого профілю наразі перебуває на стадії формування основних методико-навчальних засад. **Мета** статті полягає в тому, щоб оформити і уточнити основні засади мовної освіти в умовах інтенсивного курсу та доопрацювання функції культурного інтелекту в цьому процесі. Досить невеликий, з огляду на методико-педагогічну ситуацію в розрізі «пропозиція-попит», маємо корпус навчально-методичної літератури з української мови як іноземної, що формує **новизну** статті. Вказані проблеми загального характеру пов'язані з порівняно короткою історією викладання дисципліни в нашій державі. Проте, поруч із генеральними й організаційними проблемами викладання української мови іноземним громадянам, існують сьогодні вузькоспеціальні **завдання**. До актуальних спеціальних проблем викладання належать такі: зіставлення “дисципліни”, “предмету” та “курсу” української мови, наскрізна проблема методики викладання різним віковим та національним групам студентів і також питання методичного забезпечення викладання. **Методологія** статті заснована на описовому й порівняльному методах. **Висновки.** Слід зазначити, що, взаємодіючи з представниками власної культури, люди інтуїтивно використовують набір соціальних сигналів, більшість з яких є несвідомими. Навпаки ж, коли людина стикається з новою культурою, сигнали та інформація, які працювали раніше, втрачають своє значення. У нових культурних ситуаціях виникає відчуття, що поведінка інших є незрозумілою. Люди з високорозвиненим культурним інтелектом здатні аналізувати такі ситуації та вносити відповідні корективи у своє ставлення та поведінку в контексті різних культур. Такий аналіз і корекція власної поведінки сприяє формуванню єдиного свідомого комплексу характеристик, які складають культурний інтелект, що якісно формується і детермінується у ході вивчення інтенсивного курсу української мови як іноземної.

**Ключові слова:** українська мова як іноземна, інтенсивний курс вивчення, рівнева структура опанування іноземної мови, академічний курс, культурний інтелект.

**Introduction.** Despite the existence of numerous publications on teaching thinking skills, there are many aspects that need to be explored in order to make such teaching successful. As N. Rajendran argues, “what seems to be the most important challenge is transforming the characteristics of teaching practice in classrooms to provide an environment which is conducive [sic] for the teaching and learning of thinking skills and which could facilitate mindful learning by students”<sup>1</sup>. Cultural intelligence as a key concept of cross-cultural interaction is an important personal characteristic enabling an individual to work effectively in the modern multicultural society. The nature of the phenomenon is under active investigation of educational scientists (Lidiia Aizikova, Christopher Earley, Van Dyne etc.).

**Historiography of the issue.** According to L. Aizikova, cultural intelligence is a set of qualities and skills that ensure the individual's ability to perceive different cultures from inside. In addition, an important element of cultural intelligence is the ability to identify behaviors universal for representatives of different cultures, signs specific to this particular culture, and actions grounded by personal characteristics of a particular person in a

particular situation. Acquiring and developing cultural intelligence as an integral personal characteristic is important for satisfying personal needs as well as for productive professional activity in any field. Conscious development of cultural intelligence is facilitated by comprehensive study of its nature and structure. A reaction to didactic approaches such as behaviorism and programmed instruction, constructivism states that learning is an active, contextualized process of constructing knowledge rather than acquiring it. Knowledge is constructed based on personal experiences and hypotheses of the environment. Learners continuously test these hypotheses through social negotiation. Each person has a different interpretation and construction of knowledge process. The learner is not a blank slate (tabula rasa) but brings past experiences and cultural factors to a situation. In fact, the idea of John Dewey is going to be transformed in current Ukrainian language teaching discourse as it is suitable for language brainstorm learning.

**The main body.**

In international students teaching, it is essential to form not only specific competencies that allow them to participate in intercultural communication, but also to promote the

<sup>1</sup> Rajendran N. Using Constructivist Approach to Teach Higher-Order Thinking Skills: Transforming Teaching Practice to Facilitate Mindful Learning, 2002, URL: <http://nsrajendran.tripod.com/Papers/harrogate2002.pdf> [in English].

acquisition of linguocultural and sociocultural knowledge. When teaching UFL the peculiarities of national educational systems of native countries and languages of students, psychological characteristics of representatives of different nationalities are taken into account, which promotes cross-cultural interaction. "It necessitates planning individual educational trajectory, improvement, optimization and implementation of techniques, methods, and means of learning to increase students' motivation"<sup>2</sup>.

Teaching Ukrainian as a foreign language at the Ukrainian medical and natural sciences universities is currently at the stage of forming the main methodological and educational principles. In particular, training programs, a corpus of different-level work programs for a complex of specialties in universities of the I-IV levels of accreditation are just building. The state standard of language competencies in the Ukrainian language as a foreign language according to the level system (A-C) needs clarification and refinement. Considering the methodological and pedagogical situation in terms of "supply and demand" we have a rather small corpus of educational and methodological literature on the Ukrainian language as a foreign language.

These problems of a general nature are related to the relatively short history of teaching the discipline in our country.

However, alongside the general and organizational problems of teaching the Ukrainian language to foreign citizens, there are highly specialized ones today. Current special problems of teaching include the following: comparing the "discipline", "subject" and "course" of the Ukrainian language, the cross-cutting problem of teaching methods for different age and national groups of students, and also the issue of methodological support for teaching.

So, let's pay attention to the first and essential issue is comparing the concepts of discipline and language courses. The most professional layer of materials for practical methods and teaching methodology is created nowadays on the humanitarian circle of disciplines. Among them is the subject "Ukrainian language", which is "implemented in narrower disciplines and courses, special courses, special seminars, etc"<sup>3</sup>.

For native speakers, the discipline of "Native language" is provided according to the university structural unit recommended by the Commission on Higher Education of the National Academy of Sciences of Ukraine. Thus, the specified discipline is based on a structural formalist view of language, what means being close to language levels programming. A traditional, logical, consistent way of learning a language is the most suitable for academic course, but sometimes impossible to use in the intensive learning. Business language, translation courses, and foreign language implement practical tasks of the subject, embodying certain aspects of knowledge, abilities, and skills from the "Ukrainian language" discipline.

The university's course on the Ukrainian language involves structural, the level-level study of the Ukrainian language by students etc. it duplicates the "Mother Tongue" study model. This principle has proven its effectiveness, but the course "Ukrainian as a foreign language" has some disadvantages. Firstly, the strict limitation of the thematic and substantive load of the programs in disciplines and subjects and, as a result, the weak determination of the thematic and practical blocks in the system of the student's language skills. Secondly, for the effectiveness of the structural model of language learning, students or listeners of preparatory departments must be a priori ready to perceive language as a sign system and a system of lexicographic units. It is a thoroughly European tradition. But, as experience shows, it is not always correct in teaching process for medical students at Ukrainian universities, because the contingent is mainly formed based on citizens of Arabic-speaking countries, the Republic of India, and students from African countries.

Some applicants in their countries relied on the in-depth study of natural sciences in their school education, preparing to become a doctor, pharmacist, nursing specialist, chemist, biologist, or medical engineer. A large group of entrants also enter without subject specialization or ratifying the secondary school certificate in Ukraine.

It also needs to say that medical students need Ukrainian language competence to realize an informative and communicative function of Ukrainian. And not to improve the logical-structural vision of its components, which is generally difficult to achieve based on pre-university training of students.

An equally important issue in the context of teaching the Ukrainian language as a foreign language is the individual national-mental, social-psychological approach to students from each country. Also, the quantitative and qualitative indicator of a student's knowledge of foreign languages is a vivid marker of receptivity to the Ukrainian language. Namely, receptivity ensures the result: "Learning acquires the meaning of life if it brings pleasure, awareness of one's progress"<sup>4</sup>. Students who know two or more foreign languages, in addition to their native language, consciously or, more often, unconsciously create their own language learning model, which greatly simplifies the process of memorizing grammatical forms and lexical units.

As for the methodical provision of practical classes, in my opinion, the future of teaching Ukrainian as a foreign language is based on combined classes that use trilingual and more manuals, and lectures with a comparative aspect in grammar and comparative vocabulary. A qualitative association of a learner with a word or concept known to him in another language being learned results in active memorization.

Thus, the approbation of the trilingual manual "Ukrainian Language: Grammar and Lexicon"<sup>5</sup> prepared at the Department of Social Sciences and Ukrainian Studies of

<sup>2</sup> Bilianska M., Kolodyazhna A., Shuhailo Ya., Bohoslavets L. "Peculiarities of the Ukrainian Language as a Foreign Language Teaching in the Conditions of Distance Learning", 10.2991/assehr.k.210525.029, *Advances in Social Science, Education and Humanities Research*, CNTLLSC, 2021, URL: [https://www.researchgate.net/publication/351996943\\_Peculiarities\\_of\\_the\\_Ukrainian\\_Language\\_as\\_a\\_Foreign\\_Language\\_Teaching\\_in\\_the\\_Conditions\\_of\\_Distance\\_Learning](https://www.researchgate.net/publication/351996943_Peculiarities_of_the_Ukrainian_Language_as_a_Foreign_Language_Teaching_in_the_Conditions_of_Distance_Learning)[in English].

<sup>3</sup> Ivanchuk M. H., Rusnak I. S. *Vyshcha osvita i Bolons'kyi protses: Navchal'no-metodychnyy posibnyk* [Higher education and the Bologna Process: Educational and methodological manual], Chernivtsi: Bukrek, 2010, P. 142 [in Ukrainian].

<sup>4</sup> Rusnak I. S. Ivanchuk M. H. *Pedahohika i psykholohiya vyshchoyi shkoly: Navchal'no-metodychnyy posibnyk* [Pedagogy and psychology of higher school: Teaching and methodical manual], 2-he vyd., dopovnene, Chernivtsi: Bukrek, 2009, P. 108 [in Ukrainian].

<sup>5</sup> Anistratenko A. *Ukrayins'ka mova: hramatyka i leksyka* [Ukrainian language: grammar and vocabulary], Chernivtsi: Bukovyns'ky derzhavnyy medychnyy universytet, 2015, 126 p. [in Ukrainian, English and Arabic].

the BSMU showed that the study of grammatical and lexical topics is more effective and faster when applying the comparative aspect.

When teaching a course in the Ukrainian language for speakers of other languages, we inevitably have to find out for ourselves: “How to explain this or that linguistic phenomenon, rule by means of another language?”<sup>6</sup>. After all, the student's worldview is already formed by his native language, which is especially different from Ukrainian, if it does not belong to the Indo-European language family, so, it might be changed by the cultural intelligent sources. No fewer problems arise with the study of the phonetics of the Ukrainian language, which cannot be overcome without the use of transliteration and transcription, visually demonstrating these exercises with examples, and simultaneously voicing each record.

In parallel with acquiring graphic skills and mastering the basic concepts of grammar, a student of a preparatory department (faculty) or a first-year student needs to master basic vocabulary and train it in typical and specific language situations.

An irreplaceable helper in this can be a manual, which can be used as a dictionary, a reference book, and a source of reference phrases from typical language situations at the same time. After all, an English-speaking student without special language training or a student of a preparatory faculty at the initial stage is not ready to perceive language as a sign system but only uses it as a means of contact and, later, communication.

Regarding the organization of the educational process, in addition to the usual methods of a descriptive and illustrative nature, it is worth involving the method of Ilya Frank (for mastering vocabulary and reading techniques), the ancient principle of Mohammed Ibn Nasr Tarkhan (for grammatical and graphic competences), and not neglecting the domestic methods of Vasyl Oleksandrovych Sukhomlynskyi (improving speech and reducing the delay before forming a phrase by studying poetry and recitation)<sup>7</sup>.

**Conclusions.** It should be noted that interacting with representatives of their own culture; people intuitively use a set of social signals, most of which are unconscious. In

contrast, when one is faced with a new culture, signals and information that have worked before lose their significance. In new cultural situations, one gets a feeling that behavior of others is somewhat bizarre or unreasonable. Individuals with highly developed cultural intelligence are able to analyze such situations and make appropriate adjustments in their attitudes and behaviors in the context of different cultures. Such analysis and correcting of their own behavior contributes to a unified conscious complex of characteristics that make cultural intelligence. So, it can be seen from everything that an intensive course of studying the Ukrainian language as a foreign language has advantages in learning the language and its active use. And the effective organization of the educational process contributes to the realization of the three-component goal of teaching the discipline.

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<sup>6</sup> Ibidem, P. 4.

<sup>7</sup> Stel'makhovych M. H. “V. O. Sukhomlyns'kyi pro kul'turu movy”, URL: <http://kulturamovy.univ.kiev.ua/KM/pdfs/Magazine15-2.pdf> [in Ukrainian].