

## **UNDERSTANDING THE CHALLENGES AND STRATEGIES IN TEACHING UKRAINIAN TO FOREIGN STUDENTS**

Introduction. Teaching Ukrainian to foreign students in Ukraine is a pressing issue in the context of educational internationalization and the increasing number of foreign citizens seeking education in Ukrainian higher education institutions. Effective mastery of the Ukrainian language is a key factor in the successful adaptation of foreign students to a new environment and their integration into Ukrainian society.

The quality of higher education depends on proficiency in the Ukrainian language. Proficiency in Ukrainian among foreign students affects communication, understanding, perception, and utilization of any information, underscoring the relevance of research in this area.

The aim of the research is to identify the main features of teaching foreign students by examining the key problems and principles of foreign language learning.

The most important principles of language learning include:

- Communicativeness: as with other foreign languages, communicative goals determine the general methodological approach to teaching [3, p. 350].

- Cognitive and intellectual orientation: the entire learning process should be oriented towards the personality of the foreign student, taking into account their development, independence, abilities, needs, and interests. Therefore, it is necessary to consider the individual characteristics of the student and differentiate instruction.

- The principle of interconnected learning of different types of language activities states that all four main types of language activities (listening, speaking, reading, and writing) should be developed in correlation with each

other. Attaining a particular proficiency in these skills instills confidence in one's understanding, fosters independence, and stimulates creativity. Students engage in comparing and contrasting their native language with the foreign language they are acquiring [1, p. 104]. A specific feature of mastering the Ukrainian language is that reading instruction initially takes place using authentic texts. This poses certain difficulties for a significant number of foreign students, who need time to learn the rules of reading, as they are more familiar with the Latin alphabet than with the Cyrillic alphabet.

- The comparative (contrastive) principle allows foreign students the opportunity to identify differences between languages and seek similarities among them [4, p. 58].

Certainly, the process of learning the Ukrainian language is associated with several difficulties:

- psychological challenges stemming from the transition to a new academic subject;
- influence on the learning process of the student's native language (interference between languages);
- differences in pronunciation, grammar, and spelling compared to the student's native language.

Ways to overcome these difficulties include:

- determining the forms of work and methods to activate speech activity based on the age-specific characteristics of students;
- rationalizing the learning process by utilizing linguistic and communicative experience acquired during the study of the native language; selecting the most appropriate teaching methods considering the interaction between the mechanisms of the new foreign language and the mechanisms of the native language;
- mitigating the influence of language interference;
- identifying common and similar features in all types of language activities between the native language and the second foreign language; and, in

this context, using cross-linguistic transfer as an important factor in rationalizing the learning process [2].

In conclusion, it can be said that teaching Ukrainian to foreign students is a complex and multifaceted process that requires educators to possess knowledge, experience, and a creative approach. Additionally, the degree of immersion in the “life with a foreign language”, including the linguistic environment, motivation, and students’ desire, is also important.

#### REFERENCES

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