Communicative Methods of Forming Professional Competences of Future Foreign Specialists During Distance Learning of Ukrainian Language in HEIs

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Abstract

The COVID-19 pandemic and Russia's military aggression against Ukraine have surely influenced the intensive development of distance learning and showed the difficulties that occurred during the educational process, especially for foreign students. Under such conditions, the use of the latest means of teaching the Ukrainian language has become one of the main priorities for the training of future foreign specialists in higher education institutions. The purpose of the work is to analyze and identify effective methods that will develop communicative abilities of foreign students in the process of learning Ukrainian. During the study, video materials, dictionaries and color schemes were used, and the survey was conducted with second and third year students. The results of the research showed that introducing students to the cultural heritage of Ukraine before the direct study of the language increased their motivation and desire to learn Ukrainian. In addition, due to the use of role/business games and video materials in stages in accordance with their specialization, there was an increase in vocabulary, as indicated by high rates of listening. In case of problems with the perception of information and its adequate understanding (reception), mnemonics were used, which included non-verbal sign language or the principle of situationality. The study also showed that most students have difficulties with learning grammar. Therefore, the method of color schemes was used, which helped to focus on the exceptions and rules with a certain color. The methodology proposed by the authors was used in the study of cases of noun and adjective. At the same time, students independently chose colors and made an association with the concept indicated by the teacher. In addition, during the work it was advisable to use dictionaries, in particular, to search for words of foreign origin, which greatly influenced the process of proper understanding of the educational material by foreigners. The results show positive changes for effective, high-quality and fast learning of Ukrainian language by foreigners.

Keywords: foreign students, video materials, polystyle method, cases, color scheme

1. Introduction

Currently, the educational activities of higher education institutions (HEIs) are experiencing serious challenges. The educational space of Ukraine encourages foreign students from all over the world to get higher education in a particular country. However, there are certain contradictions related to the education of Ukrainian-speaking students and foreigners. In particular, there are different methods used in the process of language learning. The situation with COVID-19 has made it possible to develop mechanisms and methods of teaching students in the context of distance education, as well as revealed the problems that occur in this format of learning (Shaporeva et al., 2022). It has become necessary to use many multimedia materials to facilitate online learning of the Ukrainian language.

The study of the Ukrainian language is aimed at forming the following competencies: realization of linguistic intentions that will help to establish contact and understanding with other people, mastering spelling, grammar, stylistic elements of the structural system of the Ukrainian language, while involving them in the cultural heritage of the country. T.O. Leshchenko and V.H. Yufymenko (2020) were one of the first who studied the problem of teaching methods for foreign students. In particular, they identified 3 stages of learning Ukrainian language by foreigners:

1. Initial stage (slow understanding of verbal speech, reading of educational material).

2. Intermediate stage (reading of literature, scientific articles, listening to audio recordings).

3. The main stage (improvement of previously formed skills).

In the context of the pandemic, it was important to adapt students to distance learning of foreign language courses around the world. For example, N.-A. Maican & E. Cocorada (2021) in their studies indicate that the use of interactive online resources had a positive impact on students' learning of foreign languages, as well as counteracted the occurrence of serious fears and stimulated them to learn (Bocanegra-Valle, 2015). It is also important to select the right learning material that will facilitate easy language learning. This problem is revealed in the article by T.O. Leshchenko and V.H. Yufymenko (2021) – the authors propose to use authentic texts, dialogues, poems and songs, fiction and documentaries movies in Ukrainian. The use of linguistic and country studies methods contributes to a better understanding of the culture of the country, including the native language. And for the development of communicative skills in the process of distance learning various resources are used, which are presented in the article by K.O. Hvozdetska (2021).

Among such resources are those that directly help to conduct online classes: Zoom, Google Meet, Google Jamboard, and recently the online platform SpeakUkraine. L.V. Kokorina et al. (2021) describe distance learning tools. The article by O. Nastenko et al (2021) describes the possibility and role of using mobile applications in the process of learning Ukrainian as a foreign language. Unfortunately, few institutions have their own applications created in accordance with their curriculum. But, if they are available, there is a tendency in the development of students' linguistic abilities, because they can be used anywhere and anytime, they provide game-based learning methods that accelerate learning and increase the level of interest. N. Nazarevych and L. Nazarevych (2020) described the positive and negative aspects of using the Telegram cloud messenger during training, creating a certain information atmosphere between students and teachers. In addition, among the many methods used in teaching, the most common is discussion. It promotes the use of lexical and grammatical materials, communication on topics of different communicative intentions (politics, science, art, everyday things), providing own arguments and views. However, its combination with modern information technologies is important (Dvoryanchykova, 2020; Anđić et al., 2021b; Ginters et al., 2014; Zhidebayeva et al., 2020).

Therefore, the purpose of study is to identify effective communicative methods that will improve the learning of Ukrainian by foreign students, increase motivation and interest in national culture.

2. Materials and Methods

During the work, general scientific methods were used, namely theoretical methods, including analysis and synthesis, comparative analysis. The analysis helped to identify the problem that occurs during the classes. In particular, to highlight from the distance type of learning: the indicator of motivation and success of students, the availability of materials, the required amount of time and multimedia used during the lesson, the availability of didactic material that will practically and systematically explain the educational material. In addition to these methods, the method of abstraction was also used, which allowed to expand the range of knowledge and use experience in conducting classes from other countries. In particular, during the application of this method, considering the learning process in educational institutions of Moldova, USA, Romania, China, it can be concluded that in the course of learning any foreign language it is advisable to use multimedia tools. Therefore, one of the tasks was to determine which materials are the most effective and to establish the importance of using these materials. To update and highlight the most important features of methods that affect the formation of competencies, the method of generalization was used. It was used to summarize the results of the expediency of using video materials, didactic material in the classroom, the negative impact on student performance of oversaturation of educational material, etc.

The research was conducted in several stages. At the first stage, an analysis of existing scientific sources, journals and articles was done, the most necessary and modern methods of conducting classes using ICT (information and communications technology) tools were identified; the main purpose of the work and tasks were identified and set, the problems that can be encountered in the research process were identified.

At the second stage, the abstraction and use of the systematic method was conducted. The most characteristic features of foreign online education, the use of modern interactive technologies, the choice among the most common didactic materials and tools used in the learning process, the most suitable for online classes were identified. On the basis of the information received from the second stage, the third stage was started, in which the selected methods were directly characterized and compared with each other. In particular, among the selected methods and materials were the following: the use of video materials, business games, polystylistic nature of linguistic discourse, the use of colors and cultural heritage materials. In the course of the study, each of these materials and methods met the following criteria: expediency (necessary/unnecessary), effectiveness (positive impact/negative impact), conciseness (concise and clear presentation of the material), motivation (curiosity, desire to learn using this technology), practicality (accessibility/inaccessibility of

using this method).

At the last stage, the above methods were generalized, a comparison was made between their positive and negative features, problems that teachers and students may face in the course of their application in the classroom were identified, and theoretical conclusions were clarified.

3. Results

An important issue is the choice of educational institution and specialization – for this, the student is guided by the information provided on the official website. Therefore, the structure, appearance and content are the most necessary elements on the Internet. In addition, this resource helps foreign students: it introduces them to learning a foreign language (Nazarenko, 2021). The study of Ukrainian language by foreign students in the context of distance learning involves the mandatory use of multimedia. In addition, it is important to use integrative methods based on the creation of relationships between teachers and students (Figure 1).
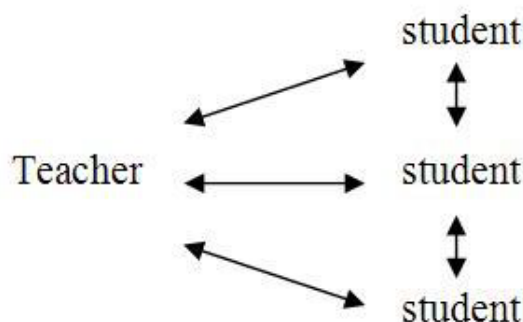

Figure 1. Scheme of interaction between the participants of the lesson

This scheme demonstrates the relationship and learning between all members of the educational space and aims to use both " unilateral" (in the form of question-answer) and "multilateral" (group work) communication (Shlenova, 2017). An important influence on the acceleration of language learning is the cultural heritage of the country, as well as its historical development. In particular, when analyzing the study of O.M. Fedko et al. (2021) "Psychological adaptation of foreign students in the processes of comprehensive study of the Ukrainian language and the history of its formation", it can be concluded that introducing students to the history of language development allows to generalize the peculiarities of pronunciation and improve knowledge in the field of culture.

At the first lesson foreign students got introduced to the formation of the Ukrainian language in the process of belonging of the country's territories to other countries. In the process, the influence of culture of other countries on language, art, religion was analyzed. For example, a significant part of polonisms, phonetic and word-forming phenomena are of Polish origin, since for a long time the territory of the western part of Ukraine was under the rule of the Polish-Lithuanian Commonwealth. In addition, the works of Osyp Turyanskyy and Yuriy Lypa were analyzed. For example, in Yuriy Lypa's poem "Word in the desert", students found the polonism "сильветки", which is translated as a "figure", "shape", "silhouette" with the help of dictionaries. In the works of Osyp Turyanskyy ("Chicken", "Beyond Pain"), they found such polonisms as "побачити" (see) (formed from baczyć), "вельми" (very much) (formed from wielmi), "власний" (own) (formed from własny), "дзьоб" (beak) (formed from dziob), "дяка" (gratitudee) (formed from dzięk). To study the Ukrainian language, it was necessary to work with dictionaries and translators. Therefore, dictionaries of the 20-40s of the twentieth century were used in the classroom: "Ukrainian stylistic dictionary" (I. Ohienko, Lviv, 2014), "Spelling dictionary" (G. Goloskevich, Kharkiv, 1930), "A dictionary of local words not used in the literary language" (I. Ohienko, Zhovkva, 1934).

In the second lesson, students studied the rules of accentuation, where it was found that a significant number of words in the Ukrainian language have accented second syllables, as in Polish: багаторазовий, ярмарковий, одноразовий, бурштиновий. However, the most difficult for foreign students were words that contain the letters [г] and [ґ]. There are no basic rules for the correct use of these words, but in 2019, new rules of "Ukrainian spelling" came into force, where the letter [ґ] is allowed to be used instead of [г] in the following words: "берґамот" (bergamot), "ґвалт" (ruckus), "дзенґель" (dzengel), "ґратуляція" (congratulations). That is why it was advisable to use polystylistic explanatory discourse, which plays an important role in scientific and cognitive activity (affects perception and reception). There was

a problem of heterogeneity of explanation of information, which was easily solved by mnemotechnics with the use of object drawings, dictionaries, gestures and facial expressions. Non-verbal methods help to better focus students' attention on learning vocabulary and grammar of the Ukrainian language. All these and other experimental studies have shown that understanding the principles of historical development of the language includes the origins and influence of other countries and helps to learn the language and culture (Fedko et al., 2021; Bondarenko et al., 2021).

To illustrate the above: let us turn to and analyze the tasks aimed at developing speech skills, mastering verbal communication, the main intentions, culture and traditions on a limited amount of vocabulary of students, one of the most important tasks of the teacher, work on which begins from the first lessons of the educational process. Usually, such tasks include: role-playing games, dialogues, polylogues, micro-essays aimed at realizing the intentions of greeting, introduction, self-presentation. For example, role-playing games: "What's your name?", "Introduce us, please!", "I'm your new student" are united not only by the situation of modeling introductions, but also by the strategy of achieving the goal, which is reflected in the communicative methods of interaction between the teacher and the audience and is connected with the active use of studying forms of greeting, mastering the formulas of introductions with and without an intermediary, familiarization with the etiquette of introduction. Let's consider one of the options for a role-playing game (usually this kind of games begin to be included in the learning process in the second week), aimed at getting acquainted and consider it step by step:

1. The first stage: preparation for the game. Students already know the formulas of introduction and speech etiquette, because the introduction begins with the first lesson and the traditional clichés for introductions are learned.
2. Second stage: tasks. Teacher: "Give me the name and surname, traditional for the language you are learning now. (Pause). Now we will all get to know each other. First, I get familiar with you (pointing to someone), then you with him (pointing to his seatmate), and the first one starts the game by calling himself a fictitious name".

The course of the game: The task is not always clear. That is why the teacher starts the game. On the example of his introduction, he explains what replicas, phrases should be used when getting to know each other, makes sure that the students stand up, shake hands, pronounce all the necessary phrases. Role play allows to use not only mnemonics as an explanation, but also to connect the model of expression and tactics of the teacher's behavior to the explanation process (Bondarenko et al., 2021; Korbozerova et al., 2022).

After adapting students to the learning process, as well as after creating motivation and interest in learning Ukrainian, foreign students were taught in the form of a game and with the use of video. For this study were involved second- and third-year students of technical direction, who studied the topic "Transport: cars of the future". In particular, special attention was paid to the study of the history of cars in the world and Ukraine. The first stage was the motivation of students, as well as the use of interactive methods, including brainstorming. Students were asked to answer the question, which cars they know, whether Karl Bents, Tomas Edison, Rudolf Dizel are known. Based on the knowledge gained, their next task was to put the inventions studied in chronological order, insert the correct word, combine words with definitions, and check the statements for accuracy (correct/incorrect). After successfully passing this stage, students watched a video that was shown 3 times:

1. The first viewing is focused on visual perception of information. Students need to watch the beginning of the video without sound and say which scientists and cars were present when the events unfolded.
2. The second viewing is focused on understanding the information presented in the video. In this case, students should put the discoveries in the correct chronological order and insert the missing words.
3. The third viewing is focused on detailing the information. First, students were given multiple-choice questions, followed by a discussion (What was the main drawback of the engine? When did electronic cars appear?). To consolidate knowledge, students were given a task with listening to words and the need to write down only words related to cars (Lutsenko, 2020; Nazemi et al., 2015).

One of the most effective methods used in pedagogy is the principle of situationality, because it helps to show creative imagination and develop communication skills (Korsunska et al., 2022). Using this method, students were given an interesting task, namely: to defend their research ("The development of the automobile industry at the end of the 19th and the beginning of the 20th century") at an improvised scientific conference. Another task was to demonstrate language skills by discussing issues in the form of role-playing games (communication with a correspondent, employer, etc.). In particular, business games are conducted in several stages, which are presented in the "Materials and Methods". During the game, students develop the ability to analyze the components, identify the principles of actions, goals and results, interaction with each other. The teacher is also essential, as this changes the form of relationship between him and students, increases activity and professional competence (Lutsenko, 2020; Bohoslavets, 2017).

In recent years, the most relevant and effective is the use of interactive methods of teaching students, including: brainstorming, role play, association method. Therefore, the use of the technique of association of concepts with colors in

the study of Ukrainian vocabulary has shown some progress. According to a study conducted with the students of the Dnipro National University of Railway Transport named after Academician V. Lazaryan, the use of colors in the study of cases improved the quality of students' knowledge. The results of the research showed which colors students consider the most attractive for the speed of reaction, and which colors – for the grammatical foundations. Therefore, it was found that more than 70% of all surveyed students correlated the first case – nominative – with red, yellow or pink colors, the second – accusative – with yellow, blue or green, the third – genitive – with blue, the fourth – instrumental – with brown or orange, the fifth – dative – with purple, green or blue, the sixth – locative – with purple, green or blue, the seventh – vocative – with green, red or yellow. All of the above colors were used in the construction of the table of correspondence of colors with differences. In addition, it was taken into account that certain shades can deplete the nervous system, and some, on the contrary, excite, so they were placed in accordance with the balance, because "cold" shades (blue, brown, purple) worsen the mental activity of the student, and "warm" shades (red, yellow, pink, orange) – improve mental activity (Zavaruieva et al., 2022; Kim et al., 2020).

In the process of learning any foreign language, especially the grammar basics, graphic materials, diagrams are used to structure the educational material and highlight the most important points in the learning process. Since most of the information that a person receives (approximately 90%) is visual, that is, thanks to the images, lines, colors that the eyes perceive, it was advisable to use demonstration material in the process of learning the grammar of the Ukrainian language. Accordingly, a table on paper was created, where the colors could influence the student's awareness. Figure 2 shows the distribution of colors according to questions, person and endings. First of all, each case is indicated by the corresponding symbol (N – nominative, A – accusative, G – genitive, I – instrumental, D – dative, P – locative, V – vocative) and the name with the addition of the corresponding sample word of different kinds.

Figure 2. Image of cases according to colors

For example, in the third person singular nominative case you can see 3 colors: red (he), yellow (it), pink (she). In the dative and locative cases "she" is marked in purple, "he" and "it" in the vocative case – in red, in the dative case – in green, in the locative case – in blue, and in the instrumental case – in brown. This graphic image helps to visually better remember the information according to the color scheme. Foreign students have some problems in learning and combining nouns, numerals and adjectives, taking into account the change in the ending of the word. Therefore, in Figure 2, you can see not

only the coloring of these parts of speech, but also the ways of creating feminine, masculine or neuter forms, the change of soft and hard consonants at the end of words. Students were advised to memorize as "letters-friends" (a, e, и, у, o is identified with я, є, і, ю, ї) (Zavaruieva et al., 2022).

In addition, you can see that for a more accurate and clear study of cases immediately after the nominative comes the accusative with the understanding and analogy of animate/inanimate. You can also see the similarity between the endings of words in the dative and locative cases among masculine and neuter words. In particular, if two masculine nouns are used in communication, the names should be used with different prepositions and endings. For example, -у, -i can be used with the preposition "по" – "по Дніпру" (river), "по Дніпрі" (city), but the ending -i is also used only when indicating time ("по обіді"). It is also worth noting that the accusative and genitive cases are partially combined. This is due to the endings of words when using these cases in the masculine singular and plural. For example, "студент" (N) – "студента" (A) – "студента" (G) or "студенти" (N) – "студентів" (A, G). In order not to make a mistake in the correspondence of endings with masculine or neuter genders, the table has the English designation "m" (male) – masculine gender, "n" (neuter) – neuter gender, "f" (female) – feminine gender. For example, words in the instrumental case with the ending -єм - are marked "m", and -ям – "n" (Zavaruieva et al., 2022).

4. Discussion

Teaching Ukrainian to foreign students involves the use of various pedagogical methods, especially in distance learning. Therefore, it is advisable to use video materials, conferences, multimedia in order to simplify the process of language learning. As a result of the study, the methods of conducting classes by several authors were analyzed. The article by O.V. Nazarenko (2021) describes in detail the need to create websites of educational institutions focused primarily on students who choose where and in what specialization they want to study. The article by I. Zavaruieva et al. (2022) describes the methodology of studying grammatical material on the example of cases by means of their distribution by colors. In this case, there is a positive effect on the speed of learning the material. All the material is presented in the form of a table, which briefly shows the endings of words according to case, gender and number. However, this technique is used in the study of grammar basics and does not improve the speed and efficiency of learning Ukrainian words.

The level of knowledge acquisition depends on the explanatory material provided by teachers. Better formation and systematization of knowledge occurs with the use of graphs, diagrams and drawings, as well as with the use of polystyle explanatory discourse, which is described in detail by L.I. Bondarenko et al. (2021). For example, in the article by P.J. Mitchel et al. (2015) an analogy can be drawn in accordance with the study. The classes in the article were related to the study of Portuguese, but the main task of the teacher was to create an atmosphere in which he would be first of all a colleague, not a teacher. And in the article of the Moldovan scientist A. Slobodaniuv (2021) clearly describes the problems that students express in the process of distance learning and in the context of the COVID-19 pandemic (Jansem, 2021; van der Velde et al., 2021). Similar to the study conducted by Ukrainian teachers, the most necessary thing is to motivate students and help them learn the language. For this purpose, various methods are used, including video materials. In the article by V.I. Lutsenko (2020), the phasing of the use of video in the classroom in accordance with the increasing complexity of the tasks was clearly described.

It is necessary to use ICT in teaching foreign students, namely the use of Power Point, messengers, Internet resources and applications. The use of the Internet allows to reveal students' knowledge in language learning more widely, because it is possible to use websites in Ukrainian (as discussed in the article by O.V. Nazarenko (2021)), especially in the process of distance learning. These features were described in the article "Effects of e-learning on Language Learning" by N. Mohammadi et al. (2011). However, the choice of methods and technologies that will develop students' communicative abilities should be based on the psychological characteristics of students. Since too much saturation of students with various ICT can lead to loss of interest or exhaustion of the nervous system (Chen & Yang, 2014; Sakibayev & Sakibayeva, 2016; Yusuf, 2021). Such principles were identified by C.J. Doughty and M.H. Long (2003). If we take into account their criteria and, for example, Article V.I. Lutsenko (2020) on the use of video materials, it can be saw that the methodology of using video materials in the classroom meets the principles, as it includes a gradual transition from the easiest to the most difficult (Aizstrauta et al., 2013).

In the context of distance education remains open the question of working in groups, as it was done during full-time education. This principle is shown in the article by S.V. Onysenko (2013). It is the lack of full verbal interaction that often causes difficult learning of a foreign language or learning with mistakes. An important point is to create the necessary motivation for students to learn, which will improve their performance and increase their interest in language learning (Berkimbaev et al., 2013; Gulmira et al., 2022). Based on own research, using role-playing games improves group interaction between students. This method is appropriate to use in the process of acquaintance with the Ukrainian language and culture, finding words of foreign origin and the reasons for their use. This technique was analyzed in the article by O.M. Fedko et al (2021), when second- and third-year students studied polonisms, accents and sentence construction in

Ukrainian. Similar judgments about facilitating foreign language learning through reinterpreting culture and its influence were put forward by L. Sun (2013) in her article. She believes that language learning is a certain integrative process of combining theory and creativity, which is based on the knowledge of art, religion, science, etc., and the non-verbal communication of the teacher with students was described by Q. Pan (2014).

Distance education has received a lot of negative feedback, but in the case of teaching foreign students there are a number of advantages, as pointed out by N.V. Tokuyeva (2022). One of them is the ability to record video conferences in order to study in detail the information provided by the teacher. Of course, for additional and independent mastering of educational material by students in the course of studying the Ukrainian language, it is advisable to use interactive tools. One of them is mobile applications in which learning is based on the principle of the game. Among such applications are "Duolingo", "AccelaStudy", "Funeasylear". The positive impact of applications on the learning process of students was studied by L.Ye. Haponova (2020). However, as a result of its use in the classroom makes it impossible to control the activities of students in relation to other kinds of classes. Equally important is the way to conduct a video conference without delays and with maximum benefit for the student, where they can participate in inserted words, raised hands, etc. Some of such useful platforms are Moodle, Google Classroom, Zoo, Learningapps (Kokorina et al., 2021; Sakibayev et al., 2019).

The communicative method allows students to develop the ability to communicate on various topics, express thoughts, create a positive environment in the group. It includes the use of some other methods, such as: project activity (learning a foreign language in the process of creative activity) (Drozdova et al., 2021; Bakhtibaeva et al., 2016), intensive training method (allows to get rid of psychological barriers, is implemented due to the positive features of suggestion) (Anđić et al., 2021a), audiolingual-visual (full immersion in the language environment) (Lychuk, 2019; Misra & Mazelfi, 2021). Therefore, it is recommended to focus on activities, project work, refer to literary works of different genres in the process of learning a foreign language (Baikushikova, 2021). In particular, having analyzed the results of the work of M. Shlenova et al. (2019), it can be saw that foreign students (on the example of Arab students) master the listening material best of all, and grammatical material worst of all. This indicates the difficulties and the need for special methods for better explanation and detailing of Ukrainian grammar, for example, the use of colors, abbreviations, which are presented in the studies of I. Zavaruieva et al. (2022).

For a large number of students, the knowledge and study of the Ukrainian language is problematic, especially among minorities. Therefore, according to the changes made to Article 7 of the Law on Education in Ukraine from 2017, it was mandatory to increase the hours for studying the Ukrainian language. It is advisable to study it as a foreign language in higher education institutions with a gradual transition to fluency (Shchudlo et al., 2019) In the process of teaching foreign students, the Ukrainian language it is important to develop communicative abilities as the basis for fluency. However, for its implementation it is advisable to use interactive methods and ICT, especially in distance learning. In particular, the most important thing is motivation, interest and desire to learn the language. To do this, it is worth using both literary sources and mobile applications. For better mastering of lexical material, it is advisable to use video materials, business or role-playing games, conferences. To improve knowledge of grammar, it is necessary to use color schemes to highlight certain structural points that are important in grammar. The study revealed both positive and negative features that can contribute to the maximum result or exhaustion of the student in the classroom.

5. Conclusions

As a result of the analysis of literature sources, it can be said that motivation of students is a key stage in the qualitative study of the Ukrainian language. To do this, it is necessary to familiarize them with the cultural heritage, which allows them to quickly understand the use of certain foreign words in the Ukrainian language, for example, polonisms, which were identified by students during the empirical study. Of course, in addition to this, it is worth using such pedagogical methods that will be highly effective in the process of learning Ukrainian at distance learning. Therefore, first of all, it is advisable to use video materials that are combined with traditional methods such as brainstorming, dialogues, role-playing games, tests, etc. But it is worth paying attention to the advisability and phasing of their use, as students may be exhausted by a large number of methods.

Equally important in the process of distance learning is the use of the principle of situationality, which helps to develop students' communication skills, improve vocabulary and show creativity. For better learning of words, it is advisable to use mobile applications that are built on the principle of the game. Studies have shown that the biggest problem for foreign students is learning the grammatical basics of the Ukrainian language. Focusing on the fact that students receive most of the information with the help of eyes, an effective way to learn grammar is to highlight certain of its basics with a variety of colors. In particular, in the process of studying case forms and word endings, which, as the research has shown, effectively affect the memorization process. In addition, students can independently highlight certain rules or their exceptions in different colors, which are laid down subconsciously. All these methods contribute to the improvement of communication skills of foreign students learning Ukrainian. It should be noted that some of them are used in a certain

part of the language, and it is advisable to use and develop them in other (or all) areas of the Ukrainian language.

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