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LINGUO-DIDACTIC MODEL OF UKRAINIAN-LANGUAGE TRAINING OF FUTURE FOREIGN SPECIALISTS TAKING HIGHER EDUCATION ON SOCIO-BEHAVIORAL SCIENCES SPECIALTIES

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The article presents a Ukrainian-language training linguo-didactic model of future foreign specialists who take socio-behavioural sciences higher education. The structural components of the model are singled out and substantiated; determined are the purpose and content of Ukrainian-language training of future foreign specialists taking higher education in the field of socio-behavioural sciences; singled out are the stages of formation of their Ukrainian-language professional and communicative competence; pedagogical conditions for the molding of the Ukrainian-language professional and communicative competence of future foreign professionals majoring in socio-behavioural sciences (adaptive and pedagogical support for international students in the educational space of Ukraine; providing positive motivation for international students majoring in socio-behavioural sciences, for getting them learning professionally oriented Ukrainian language; availability of a developing communicative-Ukrainian-speaking environment for international students taking higher education in the field of socio-behavioural sciences; involvement of international students in active Ukrainian-language speech activities of professional orientation); criteria for assessing the levels of formation of the Ukrainian-language professional and communicative competence of future foreign specialists, taking higher education in the field of socio-behavioural sciences (adaptive, motivational, linguistic, reflection-evaluation) with the relevant indicators; characterized are the levels of formation of the Ukrainian-language professional-communicative competence of future foreign specialists, obtaining higher education in specialities on socio-behavioural sciences (high, satisfactory, low). Presented are the results of the experimental verification of the linguo-didactic model of Ukrainian-language training of future foreign specialists, obtaining higher education in the specialities in the field of socio-behavioural sciences

Keywords: linguo-didactic model, purpose, content, stages, methods, principles of a Ukrainian-language training linguo-didactic model

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1. Introduction

Within the problem of "language personality" formation at the level of higher education, the difficulty of Ukrainian-language training of future foreign specialists obtaining higher education in specialities on socio-behavioural sciences acquires special significance. The main goal of Ukraine national educational policy is a competitiveness in the world labour market and partnerships with representatives of foreign educational systems of developed countries. As a result of the intensification of Ukraine's cooperation with other countries of the world, the number of international students wishing to obtain a degree in the HEIs of Ukraine has significantly increased in recent years. The high school aims to improve the list and quality of educational services, that should meet the needs of future foreign professionals. Acquiring professional competencies by representatives of the foreign contingent in the HEIs requires paying attention to communication skills development, realized

in the educational process and further professional activity. There is efficient Ukrainian-language training at a high professional level certifying to the international capacity of Ukraine's education system.

2. Literary review

The problem of ensuring the high efficiency of teaching Ukrainian as a foreign language is among the scientific interests of many Ukrainian and foreign scientists V. Doroz [1], M. Drohomiretska [2], I. Kochan [3], T. Kudina [4], V. Chumak [5], H. Shvets [6], who strive to achieve the common goal of Ukrainian-language training of future foreign specialists, which consists in "ensuring their communicative needs in various spheres of communication: scientific (for obtaining competitive training in the chosen profession), social-political and socio-cultural (for proper adaptation and full orientation in a new socio-cultural environment, personal cultural development), domestic (to meet the needs of everyday

life), as well as for the education of a harmonious personality capable of intercultural dialogue" [7].

Modern linguists (A. Gadomska [8], D. Poroh [9], N. Moskovchuk [10, 11], N. Ushakova [7], etc.), who work in the field of the problem of teaching foreigners, strive for a continuous search for new productive methods of teaching and constant improvement of its content. The development of Ukrainian-language training methods for future foreign specialists in technical specialties is a multifaceted process and requires the analysis of linguistic, pedagogical, psychological, physiological, and socio-cultural phenomena.

The psychological aspect of the researched problem is revealed in the solution of the issue of adaptation of foreigners to study in higher education institutions of Ukraine. Modern studies of adaptive problems of future foreign specialists (L. Zasekina [12]) are based on the works of P. Adler, J. Berry, S. Lisgaard, and G. Triandis. Such problems as socio-pedagogical, socio-cultural and psychological assistance to foreign students during adaptation to study in institutions of higher education (A. Gadomska [8], D. Poroh [9]), innovations in higher education (I. Artyomov [13], A. Budnik [14]), modern trends in the development of methods for the formation of the professional speech competence of non-philology students in the conditions of a higher educational institution (V. Borysenko [15], I. Drozdova [16], O. Khomenko [17], I. Cheremys [18]) are considered.

Obviously, despite the existence of separate linguistic and didactic studies on the methodology of teaching the Ukrainian language to a foreign student, the creation of a complete system of Ukrainian-language training of future foreign specialists obtaining higher education in the field of social behavioral sciences was not the subject of scientific research.

The scientific and methodical substantiation of the professional speech training of future foreign bachelors pursuing higher education in the field of social behavioral sciences is insufficient. The content of teaching foreign students the Ukrainian language as a means of communication in the educational-scientific and educational-professional fields of activity in accordance with today's requirements is not prescribed. Programmatic and methodological support for the process of professionally oriented Ukrainian language training for future foreign bachelors of social and behavioral sciences has not been developed.

The research hypothesis is that Ukrainian-language training of future foreign specialists majoring in socio-behavioural sciences will be efficient under the following pedagogical conditions: adaptive and pedagogical support for international students in the educational space of Ukraine; ensuring positive motivation of international students receiving higher education in the field of socio-behavioural sciences to study the professionally-oriented Ukrainian language; availability of a developing communicative-Ukrainian-speaking environment for international students majoring in socio-behavioural sciences; involvement of international students in active Ukrainian-language speech activities of professional orientation.

3. Aim and objectives of the study

The aim of the study is to experimentally test the linguo-didactic model of Ukrainian-language training of

future foreign specialists majoring in social behavioral sciences.

To achieve the aim, the following tasks were set:

1. To determine the essence and structure of the phenomena "Ukrainian-language training of future foreign specialists, who obtain higher education in the field of social behavioral sciences".

2. To determine the criteria, indicators, to characterize the level of formation of the Ukrainian-language professional and communicative competence of future foreign specialists, who are getting higher education in the field of social behavioral sciences.

3. To substantiate the pedagogical conditions for the formation of the Ukrainian-language professional and communicative competence of future foreign specialists.

4. To develop a language-didactic model and methodology for Ukrainian-language training of future foreign specialists who are pursuing higher education in the field of social behavioral sciences.

4. Materials and Methods

Participants in the experiment

The experimental base of the study was State University of Intelligent Technologies and Telecommunications, Odessa National Maritime University.

All foreign students of relevant specialties who studied at the specified universities at the time of the research took part in the experiment. The following number of people took part in the experiment: 68 people during the ascertainment experiment and 61 people during the experimental work. For this, consent was obtained from them to participate in the experiment and publish its results.

Research procedure

The ascertaining stage of the experiment (2018) consisted of two parts: formative-analytical and diagnostic. At the formative stage of the investigation (2018), there was the Ukrainian-language training model of future foreign specialists majoring in socio-behavioural sciences development. According to the developed model, the experimental method of Ukrainian-language training of future foreign specialists majoring in socio-behavioural sciences provided four stages (propaedeutic-speech, speech-enriching, reproductive-activity, reflection-evaluation), within which certain pedagogical conditions have been introduced. Students who took part in the ascertaining stage of the experiment were graduating from HEIs at the time of its completion, therefore, given the specifics of the course "Ukrainian as a foreign language" and its duration (7 semesters), to conduct the formative stage of the experiment based on analysis of the introductory interview, international students in the Ukrainian language formed experimental and control groups that did not participate in the ascertaining stage of the experiment, as the introduction of experimental methods began in the first year of training of future foreign specialists (2018). The Ukrainian-language training model implementation of future foreign specialists majoring in socio-behavioural sciences lasted for seven semesters: the first stage – 1st semester, the second stage – 2nd and 3rd semesters, the third stage – 4th, 5th, 6th semesters, the fourth stage – 7th semester.

The following research methods were used:

- theoretical – analysis of psychological, pedagogical, methodological literature;
- generalization of scientific provisions on the research problem for the creation of experimental models and methods of Ukrainian-language training of future foreign specialists who receive higher education in the field of socio-behavioural sciences; empirical – questionnaires of students and teachers, observation of the process of Ukrainian-language training, conversations with international students and teachers of Ukrainian as foreign and professional disciplines to clarify the feasibility of developing an experimental model and methods of Ukrainian-language training of future foreign specialists in higher education in socio-behavioural sciences;
- methods of evaluation, forecasting the results of experimental training, pedagogical experiment to test and

verify the effectiveness of the developed models and methods of Ukrainian-language training of future foreign specialists who receive higher education in the field of socio-behavioural sciences;

- statistical – qualitative and quantitative processing of results of the pedagogical experiment for processing of the received results, their comparative analysis, the definition of levels of formation of the Ukrainian-speaking professional and communicative competence of future foreign experts getting higher education on specialties in socio-behavioural sciences, and the check of the efficiency of the developed models and experimental methods.

5. Results

Systematized results of the experimental study are presented in Table 1.

Table 1

Ukrainian-language professional and communicative competence of future foreign specialists, taking higher education in specialties in the field of socio-behavioural sciences formation levels at the final stage of experimental work

Criteria	Ukrainian-language professional and communicative competence formation levels					
	High %		Satisfactory %		Low %	
	EG	CG	EG	CG	EG	CG
Adaptive	32 %	6 %	50 %	30 %	18 %	64 %
Motivational	28 %	12 %	56 %	34 %	16 %	54 %
Linguistic	30 %	10 %	60 %	28 %	10 %	62 %
Reflective and evaluative	26 %	8 %	54 %	26 %	20 %	66 %
Average	29 %	9 %	55 %	29.5 %	16 %	61.5 %

According to Table 1 and Histogram, a high level of formation of Ukrainian-language professional and communicative competence was inherent in 29 % (EG) and 9 % (CG) of future foreign professionals, satisfactory – 55 % (EG) and 29.5 % (CG), low – 16 % (EG) and 61.5 % (CG).

Thus, a high level of formation of Ukrainian-language professional and communicative competence after the formative experiment was achieved in EG by 20 % more students than in CG, a satisfactory level of formation of Ukrainian-language professional and communicative competence – by 25.5 %, and low level of formation of Ukrainian-language professional and communicative competence in EG was 45.5 % less in students than in CG. Note that the biggest difference is in the achievements of EG and CG students on the linguistic criterion: a high level of formation of Ukrainian-language professional and communicative competence according to the linguistic criterion in EG had 20 % more students than in CG, a satisfactory level of Ukrainian-speaking professional communication: EG – 32 % more than in CG, and the low level of formation of Ukrainian-language professional and communicative competence in EG had 52 % fewer students than in CG. We conclude that statistical calculations have confirmed the effectiveness of the proposed model and experimental methods of Ukrainian-language training of future foreign professionals majoring in socio-behavioural sciences.

Let's check the reliability of the results using K. Pearson's criterion. Hypothesis H_0 : the difference in the levels of formation of the Ukrainian-language professional and communicative competence of future foreign specialists in the experimental and control groups is not

significant. Then the alternative hypothesis H_1 : the difference in the levels of formation of the Ukrainian-language professional and communicative competence of future foreign experts in the experimental and control groups is significant. To test the hypothesis H_0 calculate the value of the criterion χ^2 by the formula:

$$X^2 = \sum_{n=1}^N \frac{(n_{e_i} - n_{k_i})^2}{n_{k_i}},$$

where n_{e_i} , n_{k_i} are relative frequencies of formation of the Ukrainian-language professional and communicative competence of future foreign specialists of relevant groups.

Calculating the value of the criterion from empirical data, we obtained:

$$X_{ex}^2 = \frac{(0.29 - 0.09)^2}{0.09} + \frac{(0.55 - 0.295)^2}{0.295} + \frac{(0.16 - 0.615)^2}{0.615} \approx 1.0006.$$

Decision-making: choose the significance level $\alpha=0.05$ (reliable probability 95 %). The critical value of the criterion by the degree of freedom $k-r=1$ ($k=3$ – the number of intervals; $r=2$ – the number of established ties) and the level of significance is found in the tables of values of the criterion: $X_{cr}^2 = 0.0039$. Therefore, $X_{ex}^2 > X_{cr}^2$. According to the decision-making rules, the null hypothesis is rejected in favor of the alternative.

Compare the levels of formation of the Ukrainian-language professional and communicative competence of future foreign specialists of the experimental and control

groups who took part in the final stage of the experiment and those diagnosed at the ascertaining stage of the research Table 2.

Table 2

Comparative analysis of the levels of formation of the Ukrainian-language professional and communicative competence of future foreign specialists obtaining higher education in the field of socio-behavioural sciences at the ascertaining stage of the research and at the final stage of experimental work (in %)

STAGES	LEVELS		High		Satisfactory		Low		Positive shift indicator
	EG	CG	EG	CG	EG	CG	EG	CG	
Ascertaining experiment	10		26		64				
Final experiment	29	9	55	29.5	16	61.5			
The difference of the positive shift (EG – CG)	+9	-1	+29	+3.5	-48	-2.5			28.6

As can be seen from Table 2, the rate of the positive shift in the levels of formation of the Ukrainian-language professional and communicative competence of future foreign professionals majoring in socio-behavioural sciences at the ascertaining stage of the experiment and at the final stage of experimental work is 28.6 %. The data of Table 2 testified to the effectiveness of the proposed model and experimental methodology in the formation of the Ukrainian-language professional and communicative competence of future foreign specialists who receive higher education in the field of socio-behavioural sciences.

Thus, statistical calculations confirmed the effectiveness of the proposed method of Ukrainian-language training of future foreign specialists receiving higher education in the field of socio-behavioural sciences.

5. Discussion

In the process of developing the model and experimental methodology, the scientific provisions on defining and correlating the purpose and content of professional speech training of future specialists were taken into account and the content of the model of Ukrainian language training of future foreign specialists majoring in socio-behavioural sciences was determined. It is:

1) psychological preparation of future foreign specialists for educational and professional activities in the conditions of the Ukrainian-speaking environment, acceptance by international students of new forms of organization of the educational process; their compliance with the formal requirements of the educational process; propaedeutic mastering of skills in types of speech activity and accumulation of vocabulary for communication in educational-professional and socio-cultural spheres of activity; realization of personal interests, values, guidelines, abilities; cumulation of culturological knowledge by international students; knowledge of language etiquette in the Ukrainian language, in particular the norms of professional communication; ability to adjust their own communication skills in accordance with the system of cultural norms and rules of the Ukrainian-speaking environment; ability to efficiently eliminate misunderstandings and problematic situations, caused by cultural differences; active participation in the social and cultural Ukrainian-speaking life of the student environment.

2) Formation of goals and value orientations of the future foreign specialist:

- positive and adequate perception of the realities of the Ukrainian-speaking
- environment; self-awareness and ability to self-control;
- general communicative culture of the future foreign specialist;
- respect for the personality of the interlocutor in the process of intercultural communication;
- ability to establish similarities and differences between native and Ukrainian cultures in the process of professional communication;
- ability to ignore negative stereotypes in the communication process; desire to improve the results of their activities;
- needs for communication, domination, expansion of worldview, assimilation and systematization of knowledge;
- constant mental stress and the need to overcome new difficulties;
- established motivation for Ukrainian-language training;
- ability to motivate themselves in educational and professional activities, to convince themselves of the need for its implementation, to emphasize their own attention to the fact that learning and its results are important to him/her personally;
- broad social motives, understanding the meaning and awareness of the importance of Ukrainian-language training; ability to show own independence, initiative and activity in study;

3) Formation of speech skills (diachronological activity, writing, speaking, listening) taking into account the professional orientation of Ukrainian-language training of future foreign specialists, mastering lexical and grammatical features of professional discourse texts and norms of modern Ukrainian literary language corresponding to themes and communication situations and intentions of knowledge of Ukrainian as a foreign language;

4) Formation of future foreign specialists' ability to adequately assess their own achievements in the process of Ukrainian-language training and achievements of other international students.

The schematic representation of the linguo-didactic model of Ukrainian-language training of future foreign specialists majoring in socio-behavioural sciences (Fig. 2) reflects the relationship of the purpose, content, methods, principles, stages, pedagogical conditions,

criteria for assessing the levels (high, satisfactory, low) of formation of the Ukrainian-language professional and communicative competence of future foreign specialists who receive higher education in the field of socio-behavioural sciences.

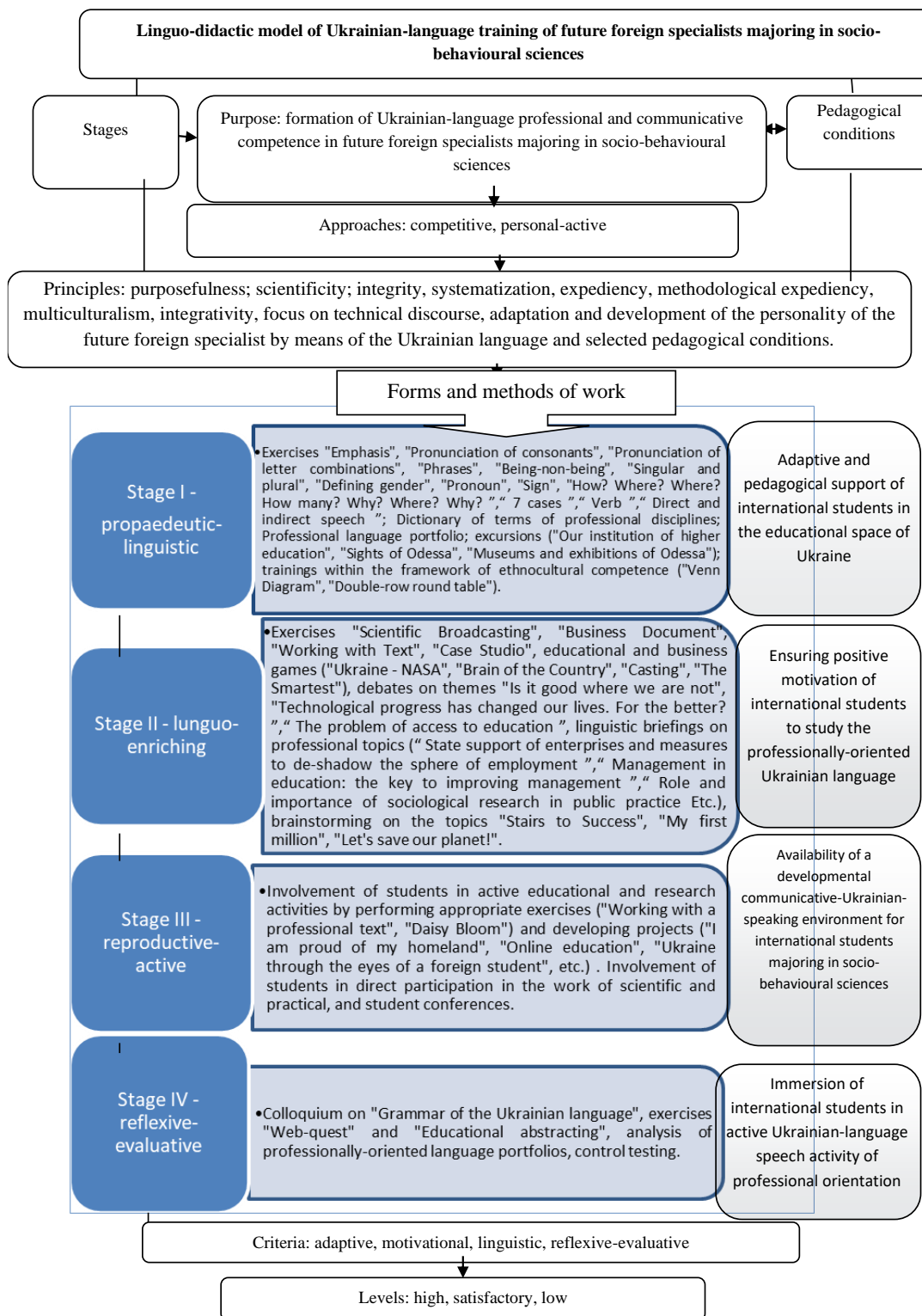


Fig. 1. Linguo-didactic model of Ukrainian-language training of future foreign specialists receiving higher education in the field of social behavioral sciences

We describe the content of the positioned linguo-didactic model. Its purpose is to form the Ukrainian-language professional and communicative competence of

future foreign specialists who receive higher education in the field of socio-behavioural sciences. The methodological approaches, on which the research was based, were

the theoretical foundations of competency and personality-activity approaches and methodological principles of purposefulness, scientificity; integrity and systematization of the pedagogical process, multiculturalism, integrative content of various disciplines in Ukrainian-language training, which is implemented through the introduction of various methods and tools for the formation of the full range of necessary competencies, expediency of learning material, orientation and systematization of language and speech material for professional discourse, adaptation and development of personality of the future foreign specialist by means of the Ukrainian language and selected pedagogical conditions, methodical expediency in determining the methods of professional speech training.

The model covers four stages (propaedeutic-linguistic, linguo-enriching, reproductive-active, reflexive-evaluative), within which certain pedagogical conditions are gradually implemented (adaptive-pedagogical support of international students in the educational space of Ukraine; providing positive motivation for international students getting them studying professionally-oriented Ukrainian language; availability of a developmental communicative-Ukrainian-speaking environment for international students majoring in socio-behavioural sciences; immersion of international students in active Ukrainian-speaking speech activities of professional orientation).

The purpose of the first – propaedeutic-speech stage – is to repeat and generalize language norms by international students and consolidate the acquired skills in the types of speech activity (diagrammatical activity, listening, writing, reading), corresponding to level B1 of Ukrainian as a foreign language, required for foreign languages, admission to a higher education institution of Ukraine, and is the starting point of Ukrainian-language undergraduate training; propaedeutic teaching of the Ukrainian language as a foreign professional orientation; adaptation to the Ukrainian-speaking environment, in particular to educational activities, the realization of personal interests, values, abilities and accumulation of cultural knowledge by international students. At the propaedeutic-speech stage, the pedagogical condition "Adaptive-pedagogical support of international students in the educational space of Ukraine" is realized, which is aimed at adaptation of future foreign specialists to the socio-cultural space of Ukraine and adaptation to higher education. Forms, means and methods of Ukrainian-language training at this stage are: exercises "Emphasis", "Pronunciation of consonants", "Pronunciation of letter combinations", "Spoken words", "Being-non-being", "Singular and plural", "Defining gender", "Sign", "How? Where? Where? How many? Why? Where? Why?", "7 cases", "Verb", "Direct and indirect speech"; Dictionary of terms of professional disciplines; Professional language portfolio; excursions ("Our institution of higher education", "Sights of Odessa", "Museums and exhibitions of Odessa"); trainings within the framework of ethnocultural competence ("Venn Diagram", "Double-row round table").

The second stage – speech-enriching – is aimed at the formation of the language, speech, communicative, socio-cultural, discursive competence of the future foreign specialist. At this stage, the pedagogical condition "Ensuring positive motivation of international students to

study professionally-oriented Ukrainian language" is implemented, which takes into account the interests, needs, values, aspirations, ideas, guidelines, feelings, experiences, etc., for which educational activities take place and allows to choose the most relevant methods that allow maximizing the result in the process of Ukrainian-language professional speech training, in particular, exercises "Scientific Broadcasting", "Business Document", "Working with Text", "Case Studio", educational and business games ("Ukraine – NASA", "Brain of the country", "Casting", "The smartest"), debates on "Is it good where we are not", "Technological progress has changed our lives. For the better?", "The problem of access to education", linguistic briefings on professional topics ("State support of enterprises and measures to de-shadow the sphere of employment", "Management in education: the key to improving management", "Role and importance of sociological research in public practice", etc.), brainstorming on the topics "Stairs to Success", "My first million", "Let's save our planet!".

The third stage, reproductive-active, involves active Ukrainian-speaking professionally-oriented activities, aimed at correcting and improving the communication skills of foreign students. Here the pedagogical condition "Existence of a developing communicative-Ukrainian-speaking environment for international students majoring in social-behavioural sciences" is implemented, in which future foreign specialists are immersed while studying in higher education institutions of Ukraine. At this stage, students are involved in active educational and research activities through the implementation of appropriate exercises and project development and to participate directly in the work of scientific and practical and student conferences.

At the fourth stage, the reflexive-evaluative, there is a consolidation of professional-communicative experience, skills of evaluative actions are stimulated during the formation of the Ukrainian-speaking professional-communicative competence of future foreign specialists, obtaining higher education in socio-behavioural sciences, in teaching Ukrainian to other international students, the results of experimental training are summed up. Also at this stage, the pedagogical condition "Immersion of international students in active Ukrainian-language speech activities of professional orientation" is implemented, which provides for active extracurricular activities, in particular, development of professional and communicative tasks and motivational activities, speech training (cultural and educational events: Day of National Cultures, Institute (Faculty) Day, International Student Day). Also, at the reflexive-evaluative stage, control tests and colloquia are conducted, exercises "Web-quest" and "Educational abstracting" are performed and professional language portfolios are analyzed.

The conducted research does not cover all aspects of the chosen problem. The issue of practical application of information and communication technologies in the process of Ukrainian-language training of future foreign specialists needs further development.

6. Conclusion

1. The formation of the Ukrainian-language professional and communicative competence of future for-

eign specialists majoring in socio-behavioural sciences provides appropriate educational and methodological support of the educational process. At all levels of training of future foreign specialists in Ukraine, educational and methodological support of Ukrainian-language training of future foreign specialists in technical specialties includes normative documents (laws of Ukraine "On Education", "On Higher Education", "On Ensuring the Functioning of Ukrainian as a State Language"); standards; curricula and working programs of the discipline "Ukrainian as a foreign language"; textbooks, manuals, guidelines and developments, periodicals, handouts, visual, audio and audiovisual media, including Internet resources.

The analysis of programs in Ukrainian as a foreign language allowed to highlight the following positive aspects of the current curriculum on the formation of the Ukrainian-language professional and communicative competence of international students of technical institutions of higher education and students of the preparatory department: clearly defined current areas of communication; presented in detail, the list of knowledge, abilities and skills, which the future foreign expert should master; lexical and grammatical material is structured according to the functional-semantic principle; the content of educational material is diversified; the criteria for evaluating oral and written works are distinguished; recommended hours for work on topics are identified by the teacher. But the programs of the discipline "Ukrainian as a foreign language" need to be clarified and supplemented. It is possible to refine, change and eke some of their components by the latest advances in methodological science for professional speech training. It is also necessary to update and systematize the discursive-cognitive material, updating the text-centric approach. Situations and topics, described in the programs, need to be closer to modern socio-professional reality. There is an urgent problem of clarifying the requirements for speech activity of specialists in technical specialties and the criteria for its evaluation. There are also several test and control materials. Some principles and guidelines have been proposed to eliminate these shortcomings and further refine the programs on the Ukrainian language as a foreign one.

Having studied the state of material and technical support of the course "Ukrainian as a foreign language", which teaches students of preparatory departments for foreign citizens and international students majoring in socio-behavioural sciences, bachelor's degree, master's programs and graduate studies in educational literature, we can state the fact that the vast majority of textbooks, manuals and teaching materials need to refine and update the content under the requirements of the disciplines.

To reliably verify the state of Ukrainian-language training of future foreign specialists majoring in socio-behavioural sciences, and to substantiate the research hypothesis, the ascertaining stage of the experiment was conducted, which consisted of two parts: formative-analytical and diagnostic. The study of the attitude to the Ukrainian-language training of future foreign specialists in the process of professional training in higher education institutions was conducted by questionnaires during the formative and analytical part of the ascertaining stage of the experiment. The results of the survey of future for-

eign experts allowed us to conclude that the motivational sphere of Ukrainian-language training, the content of the discipline "Ukrainian as a foreign language" and technical support of Ukrainian-language training need to be adjusted. The answers of international students also indicate that the insufficient level of Ukrainian-language training reduces the quality of professional training. The analysis of the responses of teachers of Ukrainian as a foreign language revealed that their attitude to the process of formation of the Ukrainian-language professional and communicative competence of future foreign specialists in technical training in higher education is mostly traditional: teachers use a limited number of speech training methods, textbooks that do not take into account the professional orientation of speech training and do not update the methods of monitoring and evaluation of students' academic achievements.

Teachers of professional disciplines are interested in the improved quality of Ukrainian-language training of future foreign specialists in the process of professional training in higher education institutions and are ready to cooperate. The results of the survey confirmed the need to work on improving the quality of Ukrainian-language training of future foreign specialists and the formation of Ukrainian-language professional and communicative competence in them.

2. The task of the diagnostic stage of the experiment was to determine the current level of formation of the Ukrainian-language professional and communicative competence of future foreign specialists majoring in socio-behavioural sciences at the beginning of experimental work and analysis of typical errors and difficulties arising in Ukrainian-language training. Criteria for assessing the Ukrainian-language training of future foreign specialists receiving higher education in the field of socio-behavioural sciences were developed to ensure efficient processing of the results of the ascertaining stage of the research. According to the defined criteria and their indicators, the levels of formation of the Ukrainian-language professional and communicative competence of future foreign specialists were characterized: high, satisfactory, low.

The comprehensive analysis of the results of diagnostics of the levels of formation of the Ukrainian-language professional and communicative competence of future foreign specialists majoring in socio-behavioural sciences by linguistic, motivational, adaptive and reflection-evaluation criteria at the beginning of the experimental work showed that the high Ukrainian-speaking professional and communicative competence was possessed by 10 % of future foreign specialists, satisfactory - 26 %, low - 64 %.

3. Pedagogical conditions for the formation of the Ukrainian-language professional and communicative competence of future foreign specialists who obtain higher education in the field of social and behavioral sciences are defined as follows: adaptive-pedagogical support of international students in the educational space of Ukraine; providing positive motivation for international students getting them studying professionally-oriented Ukrainian language; availability of a developmental communicative-Ukrainian-speaking environment for international students majoring in socio-behavioural

sciences; immersion of international students in active Ukrainian-speaking speech activities of professional orientation).

4. The analysis of the scientific literature, the state of Ukrainian-language training of future foreign specialists majoring in socio-behavioural sciences, and the results of the observational experiment confirmed the relevance of the research topic and served as a basis for developing a model and experimental methods of Ukrainian-language training of future foreign technical specialists.

At the formative stage of the experiment, a model of Ukrainian-language training of future foreign specialists who receive higher education in the field of socio-behavioural sciences was introduced. This model contains the purpose, content, methods, principles, stages, pedagogical conditions, criteria for assessing the levels of formation of the Ukrainian-language professional and communicative competence of future foreign specialists (high, satisfactory, low). The model covered four stages (propaedeutic-speech, speech-enriching, reproductive-activity, reflection-evaluation) with gradually realized certain pedagogical conditions.

The results of the comprehensive analysis of the levels of formation of the Ukrainian-language professional and communicative competence of future foreign technical specialists in experimental and control groups according to linguistic, motivational, adaptive and reflection-evaluation criteria at the final stage of the formative experiment were as follows: high level of professional competence – 29 % (EG) and 9 % (CG) of future foreign specialists in technical specialties, satisfactory – 55 % (EG) and 29.5 % (CG), low – 16 % (EG)

and 61.5 % (CG). Positive changes in the levels of formation of the Ukrainian-language professional and communicative competence of students of technical universities before and after the formative experiment confirmed the effectiveness of the proposed method of Ukrainian-language training of future foreign specialists in technical specialties.

Thus, the linguo-didactic model of Ukrainian-language training of future foreign specialists receiving higher education in the field of socio-behavioural sciences is a holistic structure that accurately reflects the research process and has been developed to have all its elements (purpose, content, stages, pedagogical approaches, principles, conditions and methods) being in interaction and allow to efficiently implement a certain educational process.

Conflict of interest

The authors declare that they have no conflict of interest in relation to this research, whether financial, personal, authorship or otherwise, that could affect the research and its results, presented in this article.

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Data availability

Manuscript has no associated data.

Use of artificial intelligence

The authors confirm that they did not use artificial intelligence technologies when creating the current work.

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