UDC 811.161.2'243'37-116:378.091.313.016
DOI https://doi.org/10.24919/2308-4863/83-1-40

Galyna BOYKO,
orcid.org/000-0002-03866-5478
Scientific Employee
International Institute of Education, Culture and Diaspora Relations
of Lviv Polytechnic National University
(Lviv, Ukraine) GalBojko@gmail.com

INCREASING THE MOTIVATION TO STUDY THE LEXICO-SEMANTIC STRUCTURE OF THE UKRAINIAN LANGUAGE DURING BINARY LESSONS WITH ULF

The article is devoted to important stages of conducting binary lessons in Ukrainian as a foreign language study of the lexical-semantic structure of the language on the basis of popular scientific and technical texts. The definition of the binary lesson as one form of implementation of interdisciplinary connections and integration of knowledge on several subjects is clearly defined. It is also a means to enhance the motivation of studying the subject, since they create conditions for the practical application of knowledge; develop self-education skills, since most foreign students' study at their own expense and in extra hours. At binary lessons there is a transfer of skills to new areas that have not been studied before, which helps students make decisions about creative production situations. An unconventional kind of lesson is considered, which is rather one of the project forms, which allows to integrate knowledge from different fields for solving one problem. In general, 5 types of binary classes are described: 1. Type of lesson: formation of new knowledge. 2. Type of occupation: training of skills and abilities. 3. Type of lesson: application of knowledge in practice. 4. Type of employment: repetition, systematization and generalization of knowledge, consolidation of skills. 5. Type of study: control and verification of knowledge and skills. Each of the five types and forms of binary classes includes: the purpose of classes – organization of work on the assimilation of concepts, scientific facts provided by the curriculum and the tasks are: a) educational, b) educational and c) developing. Examples are given to each type of binary study. The article presents important principles of understanding, assimilation and accumulation of the vocabulary of the language on the basis of popular scientific and technical texts, which are the basis for development of analytical abilities, ingenuity and competence of foreign students. One of the examples of a binary lesson for studying the Ukrainian language in a foreign-language environment is offered. The example of a binary practical training in the group of first-year students-architects at the National University «L'viv Polytechnic» is given. Examples of pre-text and post-text exercises with examples that are used by foreign students to learn the vocabulary of the Ukrainian language are described. The focus is on the problems of teaching Ukrainian as a foreign language in technical higher education. The article provides observations on the application of modern pedagogical technologies as a form of training organization.

Key words: *binary lesson, Ukrainian as a foreign language, interdisciplinary connections, integration of knowledge, lexical-semantic structure, popular science texts, foreign language environment.*

Галина БОЙКО,
orcid.org/000-0002-03866-5478
науковий співробітник
Міжнародного інституту освіти, культури та зв'язків з діаспорою
Національного університету «Львівська політехніка»
(Львів, Україна), GalBojko@gmail.com

ПІДВИЩЕННЯ МОТИВАЦІЇ ДО ВИВЧЕННЯ ЛЕКСИКО-СЕМАНТИЧНОЇ СТРУКТУРИ УКРАЇНСЬКОЇ МОВИ ПІД ЧАС ПРОВЕДЕННЯ БІНАРНИХ ЗАНЯТЬ З УМІ

Статтю присвячено важливим етапам проведення бінарних занять з української мови як іноземної та вивчення лексико-семантичної структури мови на основі науково-популярних текстів. Чітко окреслено визначення бінарного уроку як засобу підвищення мотивації вивчення лексики як однієї з форм реалізації міжпредметних зв'язків та інтеграції знань з кількох предметів. Це також засіб підвищення мотивації вивчення предмета, оскільки створюються умови для практичного застосування знань; розвивати навички самоосвіти, оскільки більшість іноземних студентів навчається за власний кошт та у додаткові години. На бінарних уроках відбувається перенесення навичок у нові, раніше не вивчені області, що допомагає студентам приймати рішення щодо творчих виробничих ситуацій. Розглянуто нетрадиційний вид уроку, який є радше однією з форм проекту, який дозволяє інтегрувати знання з різних областей для рішення однієї проблеми. Загалом описано 5 типів бінарних

занять: 1. Тип уроку: формування нових знань. 2. Вид заняття: відпрацювання навичок і вмінь. 3. Тип уроку: застосування знань на практиці. 4. Вид заняття: повторення, систематизація й узагальнення знань, закріплення вмінь. 5. Вид навчання: контроль і перевірка знань і вмінь. Кожен із п'яти видів і форм бінарних занять включає: мету занять – організацію роботи над засвоєнням понять, наукових фактів, передбачених навчальною програмою та завданнями є: а) виховна, б) навчальна і в) розвиваюча. До кожного типу бінарного дослідження наведено приклади. Запропоновано один із прикладів бінарного уроку вивчення української мови в іншомовному середовищі. Наведено приклад бінарного практичного заняття в групі першокурсників-архітекторів Національного університету «Львівська політехніка». Описано приклади дотекстових і післятекстових вправ із прикладами, які використовують іноземні студенти для вивчення лексики української мови. У центрі уваги є проблеми викладання української мови як іноземної у технічних навчальних закладах вищої освіти. У статті наводяться спостереження щодо застосування сучасних педагогічних технологій як форми організації навчання.

Ключові слова: *бінарне заняття, українська мова як іноземна, міжпредметні зв'язки, інтеграція знань, лексико-семантична структура, науково-популярні тексти, іншомовне середовище.*

Formulation of the problem. The modern needs of studying the Ukrainian language as a foreign language in technical universities emphasize, first of all, the development and preservation of the Ukrainian language, the qualitative development of the Ukrainian language space, and the search for new and diverse methods of presentation and presentation of language material to foreign students. Language is an inexhaustible source of information about the history, customs, traditions, material culture and spiritual life of a nation. A student's knowledge of a language as a phenomenon of national culture contributes to the formation of sociolinguistic competence – the ability to use language forms appropriate in a certain sociolinguistic context, respectively, provides the opportunity for adequate interaction and mutual understanding of people in the conditions of a foreign culture (Leshchenko, 2013: 253).

Let's emphasize that learning a language is a difficult and painstaking process. Everyone who teaches and teaches is looking for the most effective methods of its assimilation and presentation. Binary lessons became a solution for learning Ukrainian as a foreign language in technical universities. It is the search and application of modern pedagogical technologies as a form of organization of education and the combination of theory and practice or two subjects as a type of educational activity – this is the task of binary lessons that allow you to integrate knowledge from different areas to solve one problem, which gives you the opportunity to apply the acquired knowledge in practice (Melnyk, 2015: 1).

Analysis of recent research and publications. The study of the lexical-semantic structure of the language in classes on the Ukrainian language in a foreign-language audience is a fairly common and often researched issue. The study of vocabulary is the basis of the formation of linguistic competence and, accordingly, the planned level of the Ukrainian language as a foreign language. In his research O. Turkevych emphasizes that the process of learning vocabulary can be divided into two stages: the first is working out the vocabulary in order to isolate that part that will become educational material, and the second stage is the development of direct methods of learning vocabulary, assimilation of vocabulary based on texts (Turkevych, 2015: 80). One of the effective methods of learning the Ukrainian language as a foreign language is the study of its lexical structure by means of word formation, according to N. Dzendziura (Dzendziura, 2014: 79). To create conditions for motivated practical application of knowledge, skills and abilities, to give foreign students the opportunity to see the results of their work and to get joy and satisfaction from it, to interest them in learning vocabulary and the grammar of the Ukrainian language on the basis of popular science and technical texts, to make classes exciting, to improve communicative and cognitive skills aimed at systematization and deepening of knowledge and the exchange of this knowledge in conditions of cooperation – all this is the goal of the binary lesson. Specialists are actively working on researching this issue and introducing it into the educational process of both secondary and higher schools. The tasks and purpose of the non-traditional double lesson are clearly described in the works of O. Lysytska and I. Melnyk. No matter how difficult the process of learning a language is, the highest level of success that both a foreign student and a teacher must achieve is communication, that is, the ability to communicate not only in the classroom, but also outside of it (Kozelko, 2015: 127). Several questions remain important and unexplored, which can be traced in the process of teaching and presenting the lexical-semantic structure of the language based on popular science and technical texts from the Ukrainian language in a foreign-language audience: 1. How to conduct a binary class and present the material for foreign students, if are they of different levels of training and different specialties in one group? 2. How to organize, interest and motivate students to study the Ukrainian language at a technical university, if foreign students have an average and high level of training at UMI and do not fully understand the lectures in their specialty?

3. What educational material should be given to students for effective and quick study of terms and how to apply them in practice? And these are not all the questions that arise in the process of studying the main material. But it is they who direct us to the search for new methods that will help combine theoretical and practical in one lesson, as well as unite students and direct learning in the right direction.

Formulation of the goals of the article: to show the most accessible way to transfer elementary knowledge of the lexical-semantic structure of the language to foreign students and how to help them learn the terminological system of the Ukrainian language. Investigate the possibilities of using popular scientific and technical texts from the Ukrainian language in a foreign-language audience, reveal one of the forms of implementation intersubject connections and integration of knowledge from several subjects on the example of a non-traditional type of occupation – binary. To ensure the possibility of faster formation of lexical and semantic skills in the process of teaching the Ukrainian language to foreign students of technical specialties; show a system of possible methodological techniques and materials aimed at study vocabulary; to point out ways of implementing communicative and functional-stylistic approaches in the formation of language, speech and communicative competences in Ukrainian language classes in a foreign language audience.

Presentation of the main material. Binary classes are one of the forms of implementation of intersubject connections and integration of knowledge from several subjects. This is an unconventional type of activity. By its very nature, a binary study is a form of project, namely, it is usually an interdisciplinary, internal short- or medium-term project. Binary classes allow you to integrate knowledge from different areas to solve the same problem, give you the opportunity to apply the knowledge gained in practice. Develop analytical abilities, ingenuity and competence of students. They have a huge educational potential. It is also a means of increasing the motivation to study the subject, as it creates conditions for the practical application of knowledge; develop self-education skills, because foreign students carry out a large part of their preparation for classes independently and outside of class; in binary classes, skills are transferred to new areas, which is not previously studied, which helps students make creative decisions. Tasks of binary classes: 1. Application of modern pedagogical technologies as a form of organization of education. 2. Combination of theory and practice or two subjects as a type of educational activity (non-traditional type of lesson). The purpose of the binary class: 1. To create conditions for motivated practical application of knowledge, skills and skill 2. To give foreigners the opportunity to see the results of their work and get joy and satisfaction from it. 3. To interest them in studying subjects, to make practical classes interesting and exciting. 4. To improve communicative and cognitive skills aimed at systematization and deepening of knowledge and exchange of this knowledge in conditions of cooperation. Signs of binary occupation: 1. Combining creative and practical teaching methods in a joint lesson. 2. Achieving a double (binary) goal – assimilation of knowledge and at the same time its practical application. 3. Merger of processes of knowledge acquisition and formation of primary abilities and skills, their mutual influence. 4. Material-technical and methodological support (Melnyk, 2015: 1).

Types and forms of binary classes.

1. Type of class: formation of new knowledge constructed in the form of: class-lecture; class-trip; class-expedition; class-research; acting classes; educational conference; class-excursion; problematic occupation. The goal of knowledge formation classes is the organization of work on assimilation of concepts and scientific facts provided by the curriculum. Tasks: a) educational: introduce; give an idea; teach reading and analysis; activate cognitive activity; reveal typical features, etc. b) educational: fostering a sense of respect for Ukraine; formation of ecological culture; aesthetic education, etc. c) developing: to continue the development of the ability to analyze, compare, compare, highlight the main points, establish causal relationships; give examples, develop the ability to work with literature, maps, tables, diagrams, etc.

2. Type of class: training in skills and abilities involves the following forms: practical classes; classwork; class-dialogue; occupation – business or role-playing game; combined class; travel; expedition, etc. The goal of this type of class is to develop students' specific abilities and skills provided by the curriculum. Tasks: a) educational: introduce; give an idea; develop skills; teach mastery of techniques; deepen knowledge; b) educational: show the role; involve in active practical activities; promote the education of love for nature and culture and develop environmental awareness; improve communication skills; c) developmental: teach how to work with additional literature and other sources of information; prepare reports; speak in front of an audience: form critical thinking; the ability to analyze, highlight the main points, generalize and draw conclusions.

3. Type of lesson: application of knowledge in practice. The main forms of activities of this type: role-playing and business games; workshops; classes

on project protection; travel; expedition, etc. The purpose of this type of class is to apply knowledge in practice. Tasks: a) educational: teach how to apply the acquired knowledge in practice; operate with the available potential in a specific situation; consolidate skills and work skills; teach to defend one's point of view; consolidate the ability to identify problems; b) educational: involve in active activities; to form a culture, including an ecological one, to form humanity and sincerity in students; improve communication skills; c) developmental: to improve the ability to work with sources of knowledge; to improve the skills of analysis, generalization; the ability to speak and defend one's point of view; develop creative abilities; develop communication skills for working in groups; to develop a cognitive interest in the surrounding life.

4. Type of class: repetition, systematization and generalization of knowledge, consolidation of skills. This class has the greatest opportunities for integration and realization of interdisciplinary connections. Forms of this type of lesson: repetitive and generalizing lesson; dispute; game, contest, quiz; dramatized lesson; improvement classes; final conference; classes-consultation; review lecture; review conference; class conversation Tasks: a) educational: to identify the quality and level of mastery of knowledge and skills acquired in classes; generalize the material as a system of knowledge, test the ability to creative thinking and independent activity, consolidate the ability to work with text tasks; b) educational: to promote the formation of a responsible attitude to learning, readiness and mobilization of efforts for error-free performance of tasks, to show the greatest activity in their performance; to cultivate a culture of educational work, self-education skills, economical use of time; c) developmental: to develop logical thinking, memory, the ability to analyze and synthesize; to form self-control skills, teamwork skills.

5. Type of class: control and testing of knowledge and skills. Forms of classes: credit; quiz; contests; review of knowledge; protection of creative works, projects; creative report; control work; interview. The goal of the knowledge and skills control class is to monitor learning, continue the systematization of knowledge, and reveal the level of mastery of the material, the formation of skills and abilities. Tasks: a) educational: to identify the quality and level of mastery of knowledge and skills acquired in previous classes on the topic, to summarize the material as a system of knowledge; b) educational: to educate general culture, aesthetic perception of the environment; create conditions for real self-evaluation of students, realization of them as individuals; c) developmental: develop spatial thinking, the ability to classify, identify connections, and formulate conclusions; develop communication skills when working in groups, develop cognitive interest; develop the ability to explain features or regularities, analyze, compare, compare.

Plan of preparation for binary class. 1. The teacher determines the topic according to the curriculum, goals, tasks of the lesson, common to both subjects and specific to each. Conducting a class is appropriate only if there is a common goal. 2. Depending on the subject, purpose and tasks of the lesson, its type is determined. 3. Actual and didactic material is selected in accordance with the topic, tasks, type of lesson, taking into account speech preparation, specialty and individual characteristics of students. 4. The most effective combination of methods and techniques is chosen – in accordance with the set goal, content of educational material, didactic tasks of educational subjects that are integrated. 5. The structure of the lesson is considered. Emphasis is placed on the independent cognitive activity of foreigners (rather than memorizing ready-made conclusions), creating problem situations taking into account the logic of educational disciplines. 6. The degree of participation of the teacher and the student is determined: either they work as equals (dialogue takes place), or one of them «gets involved» in the class sporadically (Melnyk, 2015: 2–3).

Choosing the subject of the lesson is helped by the program, according to which foreigners' study for four years at the L'viv Polytechnic National University. The subject matter is quite diverse: 1. Texts by specialty (chemistry, ecology, pharmacy, economics, computer science, architecture, construction, geodesy, mechanics, energy, etc.). 2. History of Ukraine and its culture. 3. Philosophy. 4. Writers, artists, composers of Ukraine. 5. Ukraine: cities, rivers, mountains; customs, traditions, everyday life, etc.

Accordingly, it is quite difficult for foreign students to learn the lexical-semantic structure and learn the terminological system of the Ukrainian language. Therefore, we offer for consideration a binary class of the type: formation of new knowledge – class of research. Since the majority of international students at the LP University are architectural students, based on materials from their lectures, we present a practical binary class-research on the topic «Sculpture» («Скульптура») (Boiko, 2014: 109), composed for the first course. The materials are compiled in such a way that every foreign student is able to concentrate and reveal his potential according to the level of training and awareness. The duration of the class is two hours with a short break. The structure of the lesson is clearly divided into three parts: knowledge,

understanding and analysis. We begin with learning and researching new words, terms and their meaning in pre-text tasks, the first of which is Commentary on the text. New words must have emphasis, synonyms, interpretations, examples and explanations of the language they come from. Images (cards, illustrated dictionary or presentation) are very effective for working with new words. For example: 1. Commentary on the text: *Факт**у**ра (лат. factura – оброблення, побудова) – характер поверхні: гладкість, шорсткість, рельєфність. Рель**є**ф – скульптурна композиція, виконана на площині і пов'язана з тлом. Відповідно до висоти розрізняють високий рельєф (горельєф) і низький (барельєф або плоскорізьба). Атл**а**нт – колона у вигляді чоловічої постаті, що застосовують як підпору. Каріат**и**да (місто поблизу Спарти) – статуя одягненої жінки, введена у вжиток давньогрецькими архітекторами для підтримки антаблемента та інших несучих функцій. Фр**и**з (синоніми – пошивка, різьблянка; фр. frise від лат. phrygium – прикраса). Назва архітектурного елемента, походить від стародавнього міста Фригія. Фронт**о**н (фр. fronton, від лат. frons) (frontis) – передня сторона, чоло – звичайно трикутне завершення фасаду будівлі, портика, колонади, що з боків обмежене двома схилами даху й карнизом при основі. Внутрішнє поле цієї частини називається полем фронтону або тимпаном. Алеб**а**стр – дрібнозернистий гіпс білого кольору, що використовується в будівництві як в'яжуча речовина, а також для скульптурних виробів.* It is very difficult to remember words without using them in sentences and texts. Therefore, the next task is to practice words in a wide variety of exercises and situations. For example: 1. Put new words into the sentences, for example: *Рельєф був особливо поширений у Стародавньому Сході*. 2. Complete the sentences, for example: *Прикрашають фасади архітектурних споруд та комплексів – ... (атланти і каріатиди)*. 3. Form adjectives from nouns where possible, for example: *рельєф – рельєфний, алебастр – алебастровий*. 4. Combine nouns with adjectives in gender, number and case, for example: *оздоблення фриз (фризом), поле фронтон (фронтону)*. 5. Choose the prepositions and determine the correct ending, for example: *відповідно ... (до, від, у) висоти розрізняють високий рельєф*; 6. Repeat the word out loud with the correct stress. 7. Write in a notebook and complete the translation, etc. After working on new words and understanding the spelling and meaning with the help of various exercises, we suggest that foreign students go out into the yard and investigate whether there are elements of the building they have just studied on the facade of the university. We suggest photographing them and discussing them in a group, as well as comparing them with elements of buildings in their country. It is allowed to use a phone and a tablet, since this is new material. Believe me, the discussion is quite active and passionate. You can divide students into groups and give each group one word to research, and then choose one representative from each group to tell additional information about it. Traditionally, after learning new words, we should read the text and learn the new one information, but a very traumatic moment for students is reading new material aloud, the group immediately cools down, no one hears or understands anything, because the text is popular science or technical and contains many complex words. Therefore, we suggest that students read silently for familiarization and translate new words. For a more efficient process, we suggest retelling the text in paragraphs, each in turn. If the paragraphs are long, we listen to even one sentence, but everyone speaks. A mandatory condition is to use new words. Next, for a better understanding of the text, we use post-text exercises: 1. Give answers to questions such as: 1. *Які ви знаєте різновиди скульптури? 2. Як розрізняють скульптуру за призначенням?* 2. Make sentences with the questions using the text, for example: Sample: *Чоловік (хто?) → будувати (що робити?) → дім (що?) → з цегла (з чого?) – Чоловік будує дім з цегли. 1. Скульптор (хто?) → ліпити (що робити?) → макет (що?) → з віск (з чого?)...* 3. Look for grammatical errors in the sentence, for example: *Рельєф є чимось середній між пласкою зображенням в живописі та тривимірною зображенням круглого скульптури*. 4. Divide the words into three groups (people, materials, buildings) (*люди, матеріали, споруди*), for example: метал, скульптор, атлант, камінь, художник, рельєф, глина, фриз, архітектор… 5. Match the terms with their definitions. 6. Choose the correct option – a), b), c) or d), for example: *Скульптура – вид образотворчого мистецтва, твори якого мають об'ємну, ... форму. а) тривимірну б) двовимірну в) чотиривимірну г) п'ятивимірну*. 7. Say it differently, for example: *скульптор виконує будь-яку роботу – скульптор виконує різноманітні завдання, скульптор здійснює різні проекти ...* 8. Choose the perfect form of the given verbs, for example: *ліпити – зліпити, тесати – витесати, різати – вирізати… тощо*.

Involve the whole group in the discussion and explanation (Dzendziura, 2014: 93–98). The strong help the weak, the weak test the strong on memorizing new material or words. All together help the philologist teacher to understand and analyze the architectural material. Practical training in a

monolithic group with different levels of training is difficult, but quite interesting and stressful. It is significantly different from a binary lesson in a combination of several specialties. It only takes forty minutes to organize and focus. The amount of studied material is accordingly small, although the activity is very high. Popular science texts are more suitable for such foreign students.

Conclusion. It is in the process of approbation and elaboration of certain methodical developments that the scheme that can help foreign students learn the language and direct teachers to search for the most diverse methods of presentation and presentation of language material is clearly outlined. Binary classes have become one of the solutions to pressing problems in conducting practical classes on the Ukrainian language as a foreign language gave the opportunity to develop analytical abilities, ingenuity and competence of students. They have a huge educational potential, as well as a means of increasing the motivation to study subjects, as they create conditions for the practical application of knowledge and develop self-education skills. But even a perfectly thought out activity will always have certain ramifications and refinements, therefore, only in communication and knowledge of the student's needs can the teacher achieve the truth in learning and teaching.

BIBLIOGRAPHY

1. Дзеньдзюра Н. І. Словник словотвірних гнізд як один із засобів вивчення української мови як іноземної. *Теорія і практика викладання української мови як іноземної* : збірник наукових праць. Львів : Видавничий центр ЛНУ ім. І. Франка, 2014. Вип. 10. С. 79–84.

2. Козелко І. Р. Вивчення фонетики в іншомовній аудиторії. *Теорія і практика викладання української мови як іноземної* : збірник наукових праць. Львів : Видавничий центр ЛНУ ім. І. Франка, 2015. Вип. 11. С. 126–130.

3. Лещенко Т. О., Самойленко І. В., Юфименко В. Г. Формування лінгвокраїнознавчої компетенції іноземних студентів медичних ВНЗ засобом української пісні. *Творчість Раїси Кириченко в культурному просторі України на покордонні XX–XXI століть: до 70-ліття від дня народження Берегині української пісні* : збірник наукових праць. Полтава : ПНПУ імені В. Г. Короленка, 2013. С. 253–261.

4. Лисицька О. О. Бінарні уроки як шлях реалізації інтегрованого. *Таврійський вісник освіти*. 2015. № 2 (50). Ч. 1. С. 231–236.

5. Мельник І. В. Методика проведення бінарних уроків як одної з форм реалізації міжпредметних зв'язків. 2015 р. URL: https://www.slideshare.net/ inessaml/ss-44178834 (дата звернення: 06.01.2025).

6. Мистецтво створення споруд : навчальний посібник для студентів-іноземців 1–3 курсів технічних вишів. Спеціальність архітектура і будівництво (Рівень В1–В2) / Г. І. Бойко та ін. ; за ред. І. П. Карого. Львів : Видавництво Львівської політехніки, 2014. 300 с.

7. Наука і техніка в сучасному світі: збірник науково-популярних текстів та навчальних завдань для студентів-іноземців технічних вишів / Г. І. Бойко та ін. ; за ред. І. П. Карого. Львів : Видавництво Львівської політехніки, 2012. 180 с.

8. Туркевич О. В. Лексичний мінімум з української мови як іноземної: принципи укладання з урахуванням польського досвіду. *Теорія і практика викладання української мови як іноземної* : збірник наукових праць. Львів : Видавничий центр ЛНУ ім. І. Франка, 2014. Вип. 11. С. 80–90.

REFERENCES

1. Dzendziura N. I. (2014) Slovnyk slovotvirnykh hnizd yak odyn iz zasobiv vyvchennia ukrainskoi movy yak inozemnoi. [Dictionary of word-forming nests as one of the means of studying Ukrainian as a foreign language] Teoriia i praktyka vykladannia ukrainskoi movy yak inozemnoi: zbirnyk naukovykh prats. Lviv : Vydavnychyi tsentr LNU im. I. Franka. Vyp. 10. 79–84. [in Ukrainian].

2. Kozelko I. R. (2015) Vyvchennia fonetyky v inshomovnii audytorii. [Studying phonetics in a foreign language audience] Teoriia i praktyka vykladannia ukrainskoi movy yak inozemnoi : zbirnyk naukovykh prats. Lviv : Vydavnychyi tsentr LNU im. I. Franka. Vyp. 11. 126–130. [in Ukrainian].

3. Leshchenko T. O., Samoilenko I. V., Yufymenko V. H. (2013) Formuvannia linhvokrainoznavchoi kompetentsii inozemnykh studentiv medychnykh VNZ zasobom ukrainskoi pisni. [Formation of linguistic competence of foreign students of medical universities by means of Ukrainian song] Tvorchist Raisy Kyrychenko v kulturnomu prostori Ukrainy na pokordonni XX–XXI stolit: do 70-littia vid dnia narodzhennia Berehyni ukrainskoi pisni : zbirnyk naukovykh prats. Poltava : PNPU imeni V. H. Korolenka. 253–261. [in Ukrainian].

4. Lysytska O. O. (2015) Binarni uroky yak shliakh realizatsii intehrovanoho. Tavriiskyi visnyk osvity. [Binary lessons as a way to implement integrated learning]. № 2 (50). Ch. 1. 231–236. [in Ukrainian].

5. Melnyk I. V. (2015) Metodyka provedennia binarnykh urokiv yak odnoi z form realizatsii mizhpredmetnykh zviazkiv. [Methods of conducting binary lessons as a form of implementation of cross-curricular relations]. URL: https://www.slideshare.net/ inessaml/ss-44178834 (data zvernennia: 06.01.2025).

6. Mystetstvo stvorennia sporud : navchalnyi posibnyk dlia studentiv-inozemtsiv 1–3 kursiv tekhnichnykh vyshiv. Spetsialnist arkhitektura i budivnytstvo (Riven V1–V2) [The art of building structures. Tutorial for foreign students 1–3 courses of

technical higher education. Specialty Architecture and Construction (Level B1–B2)] / H. I. Boiko ta in. ; za red. I. P. Karoho. Lviv : Vydavnytstvo Lvivskoi politekhniky, 2014. 300 s. [in Ukrainian].

7. Nauka i tekhnika v suchasnomu sviti: zbirnyk naukovo-populiarnykh tekstiv ta navchalnykh zavdan dlia studentiv-inozemtsiv tekhnichnykh vyshiv [Science and technology in the modern world: a compendium of popular science texts and teaching tasks for foreign students of technical university] / H. I. Boiko ta in. ; za red. I. P. Karoho. Lviv : Vydavnytstvo Lvivskoi politekhniky. 2012. 180 s. [in Ukrainian].

8. Turkevych O. V. (2014) Leksychnyi minimum z ukrainskoi movy yak inozemnoi: pryntsypy ukladannia z urakhuvanniam polskoho dosvidu. [The lexical minimum of the Ukrainian language as a foreign language: principles of compilation taking into account the Polish experience] Teoriia i praktyka vykladannia ukrainskoi movy yak inozemnoi : zbirnyk naukovykh prats. Lviv : Vydavnychyi tsentr LNU im. I. Franka. Vyp. 11. 80–90. [in Ukrainian].