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## **INCORPORATING VISUALIZATION INTO TEACHING UKRAINIAN AS A FOREIGN LANGUAGE**

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The use of visual aids for all stages of learning Ukrainian as a foreign language is constantly expanding. In modern conditions, we are increasingly talking about visualization tools, which are based on the creation of various ways of processing and arranging of semantic elements. However, despite the widespread use of visual aids, their use in the language training of foreigners is insufficiently studied in the scientific literature, and the application in practice is often unsystematic and chaotic. Therefore, we propose to systematize a

set of fragmentary visual aids necessary for the formation of Ukrainian-language communicative competence, which should improve the quality of teaching Ukrainian to foreign students.

The basis of the methodology of this study is the analysis and generalization of the results of scientific research by leading Ukrainian and foreign scientists, which express currently relevant ideas of approaches to learning using visualization (Kushnir, 2022).

We chose the following means of visualization for teaching the Ukrainian language to the modern generation of foreign students, namely: infographics, word clouds, mental maps, memes etc.

Experimental studies have shown that in order for productive speech to occur, the teacher only needs to offer the student a number of speech patterns, commenting on the options for their use, and explaining the intentions associated with these patterns.

Visualization tools should be used at all stages of teaching Ukrainian language to foreign students, namely: during the presentation and explanation of new material; during repetition; during consolidation of knowledge; during control and systematization; for homework activities; in individual work of students.

Observing the learning process, we can see that the most common intentions are as follows:

- 1) describe observations;
- 2) express disagreement/ doubt;
- 3) prove a point.

The chosen means of visualization really encouraged students to engage in communicative interaction. In the educational process of students, the visual channel is activated. Subsequently, a communicative intention emerges, which is embodied in replicas. As we can see, a foreign language teacher can organize productive speech training with minimal resources.

Foreign students actively study, communicate enthusiastically, help each other and listen attentively during their communication with partners; therefore, the teacher only manages the educational process.

We believe that when choosing the most effective methods of teaching Ukrainian as a foreign language, it is necessary to focus on the above-described specificity of foreign students' perception and learning of educational material. Also necessary components of successful training with the help of visualization are: brevity, schematic and visualized form of educational information; focus on the pragmatic potential of educational material; dynamism of cognitive activity.

Such consolidation of information in temporal and spatial dimensions makes it possible to intensify the educational process by visualizing educational information in contrast to the linear presentation of educational material. Therefore, visual means of language learning can be considered the most acceptable form.

### **Literature**

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