

## PRINCIPLES OF THE STRUCTURE AND FUNCTIONS OF WORK PROGRAMS OF CURRICULUM DISCIPLINES OF THE LINGUISTIC CYCLE FOR EDUCATIONAL MIGRANTS

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### ABSTRACT

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Teaching of educational migrants the language of the host country is an important task for the development of the world educational space. Possession of the language of education and socio-cultural communication, a certain level of communicative competence is a necessary prerequisite for the ability of an inophone student to master a future specialty, to form professional competence. An actual linguistic-methodical problem is the determination of the principles of the development of work programs for educational disciplines of language training of educational migrants. The authors of the chapter described the structure, developed a system of principles for building such programs, defined their functions, described the invariant and variable components of the competencies of foreign students of higher education in accordance with the tasks of language acquisition, characterized the teaching methods, evaluation criteria, and control tools. The proposed algorithm can be applied to create programs of disciplines of the linguistic cycle for students of higher education in foreign universities.

### KEYWORDS

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Educational migrants, linguistic cycle discipline program, construction principles, program functions.

### 3.1 THE CURRENT STATE OF DEVELOPMENT OF THE ALGORITHM FOR CREATING PROGRAMS OF EDUCATIONAL DISCIPLINES OF THE LINGUISTIC CYCLE, DEFINITION OF RESEARCH TASKS

Since the beginning of the 21st century, there has been a rapid increase in the number of educational migrants: foreign students, graduate students, interns studying at Ukrainian higher education institutions. This is connected with the accession of Ukraine to the Bologna process, and later to the pan-European educational credit-transfer accumulation system. Learning the Ukrainian language is mandatory for various categories of educational migrants at all levels of higher education. Language acquires an instrumental and worldview function in communicative interaction during educational and cognitive activities in a non-native linguistic and cultural environment. In connection with the transition to new state standards of education in the pan-European context, the updating of standardized requirements for the level of proficiency in the Ukrainian language as a foreign language and the reorientation of educational programs of higher education institutions on modern competence evaluation criteria, the organization of the process of education of educational

migrants, in particular, the learning of the state language of the host country, becomes especially important – Ukrainian language as a foreign language (hereinafter – ULF).

The work program of an educational discipline is a key component of a general educational or educational-professional program. For example, the components of the educational and professional training program of the second (master's) level of higher education in the field of knowledge 22 "Health care", specialty 222 "Medicine", the educational qualification "Master of Medicine", the professional qualification "Doctor" are work programs of educational disciplines of the linguistic cycle – "Foreign language", "Ukrainian language by professional direction", "Foreign language by professional direction". Linguistic teachers and language teachers face the important task of creating programs that will implement the requirements of European educational standards for the results of language training (studying ULF) of educational migrants.

Researching the theoretical foundations and analyzing the practice of teaching UMLF in Ukrainian higher education institutions, scientists described the conceptual foundations of the creation of educational and methodological complexes (one of the components of which is the working curriculum), their structure and content (L. Bey, O. Trostynska, N. Ushakova [1]); various components of pedagogical support of foreign students' language training (N. Ushakova, I. Kushnir, O. Trostynska [2]). However, the presentation of the structural and content components of the process of language training of educational migrants-non-philologists of Ukrainian higher education institutions in the work programs of ULF remains insufficiently generalized and described, which actualizes the need for our scientific research.

The authors of the study see their task in the description of the structural and content components of the work programs of linguistic cycle disciplines for educational migrants of Ukrainian higher education institutions and the definition of the functions of such programs.

### **3.2 THE AUTHOR'S DEVELOPMENT OF THE PROBLEM OF THE FUNCTIONS AND STRUCTURE OF WORKING PROGRAMS OF THE LINGUISTIC CYCLE**

Working programs of educational disciplines are created for the purpose of planning, organizing and controlling the learning process in accordance with state requirements for accreditation of educational programs for higher education seekers [3]. Such programs must be arranged so that their implementation ensures the achievement of the planned results of educational activities. Based on the analysis of the requirements of educational standards, it is advisable to formulate the tasks to be solved by the work program of any educational discipline:

- describe the purpose of practical implementation of the components of the educational program in each separate educational discipline;
- determine the amount of credits and study hours, the content, the stages of study of the academic discipline, taking into account the goals, tasks and features of the educational process of higher education institutions and the contingent of students.

Thus, the program of a separate educational discipline (work program) is a component of a complex document – an educational program developed in a specific institution of higher education for applicants of a certain educational level, specialization, etc.

The working program of an educational discipline must meet the requirements of state regulatory documents and educational standards that determine the set of competencies that higher education applicants must master.

Educational migrants of domestic higher education institutions study the Ukrainian language in accordance with the requirements of Order No. 997 of the Ministry of Education and Science of Ukraine dated August 18, 2016 [4] that "the management of higher education institutions must ensure the study of the state language by foreign students to the extent necessary for study and/or everyday communication in accordance with educational programs" – for foreign students of non-philology majors up to level B2. The correspondence of the stages of language training of educational migrants to the levels of foreign language proficiency was substantiated by N. Ushakova and later presented in the Concept of language education of foreign students in Ukrainian higher education institutions [5, 6]. Also according to Section 5, Art. 21, Part 2 of the "Language Law" (which entered into force in 2019), higher education institutions must ensure "the study of the state language to the extent that enables professional activity in the chosen field using the state language", and for foreigners they must create "proper conditions for learning the state language" [7]. Higher education institutions, in compliance with the provisions of this law, include in the educational and professional programs and curricula of the faculties educational disciplines of the linguistic cycle for educational migrants, such as: "Ukrainian language as a foreign language", "Ukrainian language for professional direction", "Foreign language (Ukrainian)", "Foreign language by professional direction (Ukrainian)", "Second foreign language (Ukrainian)", etc. The total volume of education at ULF is implemented in the complex of the specified academic disciplines.

Currently, in order to implement the above-mentioned laws and orders, standard ULF-programs have been created for foreign students of higher education. In 2008, a Model Program with ULF, awarded by the Stamp of the Ministry of Education and Culture, was concluded for foreign non-philology students, according to which the construction of the language-educational process and its content are designed for the gradual study of ULF during 702 hours, distributed over 3.5 academic years (the main and final stages of training) [8]. But at the moment we cannot rely on this program, because Order of the Ministry of Education and Culture No. 260, which regulated the amount of study hours of language training for foreigners and on which standard programs were oriented, was canceled in 2016 [9]. This led to a reduction in teaching hours (at a time when the requirements for the quality of education, in particular language education, increased) and limited the possibilities of ensuring the achievement of the required level of language proficiency in practical classes.

In 2017, a standard program was created for foreign applicants of higher medical education, approved by the Central Methodical Cabinet for Higher Medical Education of the Ministry of Health of Ukraine [10]. According to this program, foreign students of the specialty 222 "Medicine" must

study the Ukrainian language in the amount of 990 hours – 33.0 ECTS credits from the first to the fifth year (inclusive), of which the normative component is 570 hours (of which 270 are classroom, 300 are student's independent work); and the optional component – 420 hours (of which 80 are classroom hours, 340 are independent student work).

Therefore, when determining the structure of the complex of educational disciplines of the linguistic cycle for educational migrants and their distribution by stages of education in each, at least medical higher education institution, it is necessary to focus on state laws [11] and the standard program [10] approved by the Central Methodical Cabinet for Higher Medical Education of the Ministry of Health, and include the appropriate number of credits and study hours in educational and professional programs and curricula of faculties. However, the Standard Program has a recommendatory nature, so the number of study hours in different higher education institutions depends on the structure and content of their curricula. So, for example, according to the Educational and Professional Program of specialty 222 "Medicine" from 2022, foreign students of higher medical education in Ukrainian higher education institutions must study the state language (ULF) in such a complex of educational disciplines and in such a volume, as shown in **Table 3.1**.

● **Table 3.1** Complex and volume of educational disciplines

Discipline	Credits	Hours		Course
		practical training	independent work	
Foreign language	3	50 hours	40 hours	1
Ukrainian language (by professional direction)	3	30 hours	60 hours	1
Foreign language (by professional direction)	6	70 hours	110 hours	2
Foreign language (by professional direction – by choice)	3	50 hours	40 hours	2, 3
Foreign language (second) is optional	4	70 hours	50 hours	3
Total	19	270	300	–

### 3.3 INVARIANT (LINGUISTIC-COMMUNICATIVE AND SOCIO-CULTURAL) AND VARIABLE (COMMUNICATIVE-PROFESSIONAL) COMPONENTS OF LANGUAGE TRAINING OF EDUCATIONAL MIGRANTS

The implementation of the basic language-communicative and socio-cultural components of the language training of foreign students is ensured by the study discipline "Foreign Language" (Ukrainian), which is focused on the formation of communicative competence at a level sufficient

to solve communicative tasks in the everyday, socio-cultural and educational and academic spheres of communication, based on the formation phonetic, lexical-grammatical skills and abilities in the main types of speech activity – reading, writing, speaking, listening, in the use of language means to implement certain tactics of speech behavior to achieve a communicative goal. As a result of studying this discipline, foreign medical students must master the language skills and speech skills necessary for communication in a foreign language educational, professional and socio-cultural environment in order to solve communication tasks from the elementary level to the B1 level (for the English-language form of education) and from the B1 level up to B2 (for the Ukrainian-language form of education); based on the formed language competence, which is one of the important components of the communicative and professional competence of a modern medical specialist.

The implementation of the communicative and professional component of the ULF education system is ensured by the programs of the following disciplines:

1. "Ukrainian language for professional direction", which is studied in the first year and is aimed at the formation of communicative competence in foreign medical students at a level sufficient for solving simple communicative tasks in the educational and professional field of communication, which involves the formation of receptive and productive skills types of speech activity at the A1 level in a communicatively appropriate set of topics and situations of educational and professional communication.

2. "Foreign language for professional direction", which is studied in the second and third years and aims to form foreign students professionally oriented speaking skills necessary for the implementation of communicative interaction in communication situations of future doctors with patients and colleagues during clinical practice (on language proficiency level B1).

The content of the work programs of linguistic cycle disciplines for students of other specialties is determined by the departments of language training. Educational and professional programs of specialties provide only the amount of credits and study hours of such programs. For example, for foreign students majoring in "international economic relations" of the Faculty of International Economic Relations and Tourism Business of V. N. Karazin Kharkiv National University provides the following disciplines: "Foreign language" (1<sup>st</sup> year, 14 credits), "Foreign language" (2<sup>nd</sup> year, 13 credits), "Second foreign language" (2<sup>nd</sup> year, 6 credits), "Foreign language and translation" (3<sup>rd</sup> year, 11 credits), "Second foreign language" (3<sup>rd</sup> year, 6 credits), "Foreign language and translation" (4<sup>th</sup> year, 11 credits), "Second foreign language" (4<sup>th</sup> year, 6 credits), "Translation practice" (educational) (4<sup>th</sup> year, 5 credits), "Foreign language and translation by profession" (5<sup>th</sup> year, 8 credits), "Translation practice" (5<sup>th</sup> year, 5 credits), "Foreign language and translation by profession" (6<sup>th</sup> year, 4 credits).

The working programs of educational disciplines of the linguistic cycle have a clear structure, which is determined by the general requirements for the organization of the educational process.

Program components:

– the purpose and task of teaching an educational discipline, competences as planned learning outcomes, learning methods;

- the number of credits and study hours, thematic plan and structure of the study discipline;
- description of tasks for independent work, forms of control and evaluation criteria;
- a list of sources for studying the discipline.

The components included in the curriculum form a logical interrelated system and together make it possible to achieve the stated goals and program learning outcomes.

The structural and content elements of each of the work programs of the educational disciplines of the linguistic cycle for foreign students of higher medical education are regulated by such educational documents as the Standard of Higher Education in the field of knowledge "Medicine" [3], Standardized requirements for levels of Ukrainian language proficiency [12].

Let's believe that the basis of these standards is the modern language-didactic paradigm, which is "marked by the dominance of a complex of competence, communicative activity and intercultural approaches" [13] and has the following three levels: methodological (personally oriented: axiological and acmeological, competence, educational, problematic, strategic approach); sociolinguistic (cultural / intercultural, communicative-cognitive, oriented to the environment and level of language proficiency); linguistic didactic (integrated language learning methods, teaching aids) [11]. The complex of the above approaches is aimed at the formation and development of a linguistic personality, the indicators of which are recognized as a set of general and professional competencies.

### 3.4 COMPETENCE STRUCTURE OF EDUCATIONAL MIGRANTS AND THE TASK OF MASTERING THE LANGUAGE OF LEARNING

Let's consider the question on the example of educational and professional programs of various specialties, in particular 222 "Medicine" and 035 "Philology". The results of language training of educational migrants are the following general and professional competences [14]:

1. *General competencies* (invariant component):

- 1) ability to abstract thinking, analysis and synthesis, the ability to learn and master modern knowledge;
- 2) ability to apply knowledge in practical situations;
- 3) knowledge and understanding of the subject area and understanding of professional activity;
- 4) ability to adapt and communicative action in a new communication situation;
- 5) ability to make informed decisions; work in a team, interpersonal skills;
- 6) ability to communicate in the state language both orally and in writing, the ability to communicate in another language;
- 7) skills in using information and communication technologies, the ability to search, process and analyze information from various sources;
- 8) determination and perseverance in relation to assigned tasks and assumed duties;
- 9) ability to act socially, responsibly and consciously.

2. *Professional competences* (variable component):

– for specialty 222 "Medicine":

1) survey skills;

2) ability to determine the necessary list of laboratory and instrumental studies and evaluate their results;

3) ability to maintain medical documentation;

– for specialty 035 "Philology":

1) awareness of the structure of philological science and its theoretical foundations;

2) ability to use knowledge about language as a special sign system, its nature, functions, and levels in professional activities;

3) ability to use knowledge of the theory and history of the studied language(s) in professional activities;

4) ability to analyze dialectal and social varieties of the language(s) being studied, to describe the sociolinguistic situation;

5) ability to use in professional activity systematic knowledge about the main periods of the development of the studied literature, from ancient times to the 21<sup>st</sup> century, the evolution of directions, genres and styles, prominent representatives and artistic phenomena, as well as knowledge about the trends in the development of the world literary process and Ukrainian literature;

6) ability to freely, flexibly and effectively use the language(s) being studied, in oral and written form, in various genre-stylistic varieties and registers of communication (official, unofficial, neutral), to solve communicative tasks in different spheres of life;

7) ability to collect and analyze, systematize and interpret linguistic, literary, folklore facts, interpret and translate text (depending on the chosen specialization);

8) ability to freely use special terminology to solve professional tasks;

9) awareness of the principles and technologies of creating texts of various genres and styles in national and foreign (foreign) languages;

10) ability to carry out linguistic, literary and special philological (depending on the chosen specialization) analysis of texts of various styles and genres;

11) ability to provide consultations on compliance with the norms of literary language and speech culture;

12) ability to organize business communication.

The general and professional competences required by the state educational and professional program are specific for foreign students: they must be formed on the basis of their foreign language and communicative competence and at a level sufficient for solving communicative tasks in the social-life, socio-cultural and educational-professional spheres of communication. This involves the formation of skills and abilities in the main types of speech activity: reading, writing, speaking and listening, in the use of language means to implement certain tactics of speech behavior to achieve a communicative goal. The basis of the formation of communicative competence is the mastery of the Ukrainian language system and the mastery of phonetic, lexical and grammatical skills.

The purpose of forming the competencies listed above determines the setting of the following tasks of mastering ULF, which should be reflected in the programs [3]:

- 1) master the language and speech components of communicative competence;
- 2) apply the acquired language knowledge and speech skills in perceptive and productive types of speech activity to solve typical communicative tasks in the social and everyday, sociocultural and educational and professional spheres of communication;
- 3) apply the acquired language knowledge and speech skills in actual communicative situations in the field of the current system of health care and education, as well as to optimize one's own professional activity.

The basis for achieving the specified results will be the following developed communication skills (according to the Standardized requirements [12]):

- *in reading*: read, understand, analyze and systematize the main information, basic provisions of texts in the educational and professional sphere;
- *in listening*: listen to and understand the topic, main content and communicative intentions of statements and discussions of current topics in the educational and professional sphere;
- *in speech*:
  - a) produce an (un)prepared statement describing the subjects and objects of professional activity and one's own opinion; express own instructions-instructions;
  - b) participate (prepared and unprepared) in dialogue and polylogue, receive, transfer and clarify the necessary information;
- *in writing*: express your thoughts and assessments of professional phenomena in writing in accordance with language norms.

### 3.5 METHODS OF LANGUAGE TRAINING AND PRINCIPLES OF DEVELOPMENT OF THE CONTENT COMPONENT OF THE WORK PROGRAMS OF THE DISCIPLINES OF THE LINGUISTIC CYCLE

The following methods of training educational migrants in Ukrainian higher education institutions are aimed at achieving educational goals and objectives [15]:

- *conscious-practical* (the leading method of learning foreign languages, because, on the one hand, during practical classes, students become aware of language forms necessary for communication; on the other hand, language material is mastered through foreign language-speech activities);
- *explanatory and illustrative* (used for teaching and learning new educational material, facts, approaches, assessments, conclusions, etc.);
- *reproductive* (for students to apply the algorithm learned on the basis of a sample or rule, corresponding to the instructions, rules, in situations similar to the presented sample);
- *method of problem-based teaching* (using various sources and means, in the education of foreign students, the teacher poses a problem, formulates cognitive tasks, and then, revealing



the system of proofs, comparing views, different approaches, shows ways to solve the given task. Thus, students become co-participants in scientific research);

– *partial search, or heuristic method* (in the organization of an active search for a solution to cognitive tasks proposed by the teacher (or independently formulated under the guidance of the teacher, based on heuristic programs and instructions). The thinking process acquires a productive character, but it is gradually directed and controlled by the teacher/students themselves in working with textbooks and computer programs. Such a method, one of the varieties of which is a heuristic conversation, is an effective way to activate thinking, encourage learning);

– *research method* (after analyzing the material, setting problems and tasks and brief oral or written instruction from the teacher, students independently study literature, sources, conduct observations and perform other research activities. Initiative, independence, creative search are most fully manifested in research activities).

The methodology of creating work programs requires the development of a content component in the structure of a modern work program of the educational discipline of the linguistic cycle. The content of ULF education is provided by the unity of language (knowledge of the language system) and speech (formed communicative skills in the social-life, socio-cultural, educational-academic and educational-professional spheres) components, taking into account the level of language proficiency. The selection of the content of ULF education must be carried out according to certain *principles*, leading among which we consider *the principle of taking into account the unity of language and speech components of education* and *the principle of matching the level of language proficiency*.

In typical communication situations, the participants of a communicative event use a limited genre repertoire. Therefore, in the selection of educational speech samples (monological utterances, dialogic/polylogical units), their genre typology should be taken into account, which corresponds to the tasks of professionally oriented language learning. For example, for the education of foreign medical students, it is advisable to choose such genre forms as oral monologue statements-reflections, written description of the history of the disease, dialogue-interrogation of the patient, dialogue-discussion of specialists, oral monologue instructions for the patient, written monologue recommendations and recipes. In this regard, we can determine *the principle of correspondence of language units to the genre typology* relevant for each specific specialty.

Let's believe that during the selection of educational materials of certain genres for the language training of educational migrants, it is necessary to focus, depending on the level of language proficiency, on the correspondence of speech samples to communicative situations, communicative roles and communicative intentions of the speakers. For example, the necessary speech intentions of the participants of a communicative event of a professional council are as follows: greeting/farewell, establishing contact, introducing oneself and others, thanking/apologizing, requesting information, expressing assumptions, making an argument, expressing a condition and consequence, expressing a conclusion, expressing advice/recommendations. Taking into account the correspondence of educational materials to current communicative intentions activates the motivation to learn a foreign language, therefore, *the principle of correspondence of educational*

*materials to current communicative intentions* is necessary for the selection of the content of foreign language education.

Any communicative intentions at the language level are realized through lexical units and grammatical and syntactic structures. Therefore, in order to determine the following principles, it is necessary to analyze the principles of selection of lexical and grammatical means developed by the theory of foreign language learning.

The purpose of vocabulary selection for classes at ULF is to determine such a dosed minimum of words that must be learned by foreign students in the allotted time and distributed over a set of classes within the study of one topic. The creation of such minimums is carried out against the background of general correlation with the selection of educational lexical minimums in accordance with the mastery of ULF at the required level (in our case, B1, B2). As A. Shchukin notes, "when compiling lexical minimums, experts are guided by specially identified principles, which are understood as measuring signs of evaluation of lexical units involved in such minimums" [16]. According to the nature of such features, it is advisable to divide all principles into three groups: statistical, linguistic, and methodical. It should note that based on our own experience of teaching ULF to foreign students, it is possible to confirm the methodical expediency of the principles of selecting lexical learning minimums described by A. Shchukin.

Taking into account the statistical principles of frequency, prevalence, and usage will allow selecting for educational purposes lexical units that are most frequently used and most necessary for updating all parameters of the non-speech context of a certain communicative event reflected in a speech sample. Taking into account the linguistic principles of consistency, stylistic unlimitedness or, on the contrary, markedness, semantic value [16] will allow selecting functionally significant vocabulary units. Taking into account the methodological principles of correspondence to the topic of communication, correspondence to tasks of receptive perception or productive use will allow to systematize lexical units and distribute them depending on the programmatic subject of ULF education.

Grammatical structures (word-forming, morphological, syntactic) are carriers of the grammatical properties of the Ukrainian language and a means of expressing morpho-grammatical meanings and syntactic connections, the knowledge of which and the ability to use them will ensure the avoidance of communicative failures in communication. Traditionally, grammar is separated into an independent aspect of foreign language learning [16]. We believe that the identification of grammatical minimums will allow practitioners to implement the main provisions of the "theory of communicative grammar" developed by Yu. Pasov [17], which are embodied in the practice of teaching at UMI through educational strategies for learning language material from functional-communicative meaning to language form.

The above components create a communicative minimum, the elements of which are also important to distribute according to the level of proficiency in the Ukrainian language as a foreign language and relevant speech genres. Therefore, we consider *the principle of cataloging communicative minimums according to the level of language proficiency, professional needs and genre typology* as the next principle.

Linguistic scientists believe that the basis of the formation of communicative competence and language personality in general is the text. Z. Bakum describes text-centrism as a general methodical principle of teaching the Ukrainian language [18]; M. Pentylyuk, T. Okunevich, S. Muntyan define the text as the main unit of learning, the idea of text-centrism, according to their observations, is implemented in language training programs and through task systems in textbooks and training manuals [19]; I. Kushnir emphasizes the need to rely on the text in the process of language training of foreigners [20].

"However, recently, taking into account the expansion of the functions of the text phenomenon and the change in its form due to the informatization and technology of the information space in the teaching methodology and practice, ULF is revising the textual basis of the language education system and choosing to focus on the selection of complex and multifunctional learning units that differ from the traditional text" [20]. In addition, the text, which is, first of all, an informational presenter, turns out to be insufficient when, during ULF training, it is necessary to present communicative examples of solving actual communicative tasks by means of verbal interaction, especially in the social, everyday and professional-practical spheres.

Modern studies of the theory of language communication allow us to expand the understanding of the text as a communicative unit. The text as a set of parameters, which, in our opinion, are important for learning language interaction of foreigners in the Ukrainian-speaking environment, is called "discourse". In addition, if in the educational and professional communicative sphere foreign students acquire educational and qualification knowledge and interact in the educational and professional environment by means of written and spoken Ukrainian texts of various genres, then we consider it impossible to realize communicative needs in other relevant spheres for them only through texts. Language-speech means and at the same time speech products of socio-everyday, socio-cultural, professional-practical communicative interaction are mainly not only texts, but also other communicative units (dialogical/polylogical units, speech acts, microtexts combined with visual elements – memes, etc.), researched within the framework of the theory of language communication in modern linguistics and the discourse approach in linguistic didactics [20].

Thus, let's consider *the principle of text- and discourse-centrism* to be no less important in shaping the content of language training programs for foreign students.

The content of UML studies, which should be selected according to the principles outlined and described above, is reflected in a separate section in the structure of each linguistic discipline work program for foreign students of higher education. The list of topics is a content component of work programs of academic disciplines.

The linguistic aspect of the topic can be implemented, for example, through the following components:

- *phonetic and graphic system of the Ukrainian language;*
- *designation of being/non-being, genus, multiplicity;*
- *designation of belonging of objects and phenomena;*
- *indication of time, completion / incompleteness of the action;*

- peculiarities of the functioning of the prepositional system of the Ukrainian language;
- peculiarities of using complex sentences, etc.

The speech aspect is implemented thanks to the study of such topics as: "Acquaintance", "Family", "At the faculty, at the university", "Time. Days of the week", "Traditional Ukrainian food", "Recreation of Ukrainians", "Travel", "Personal hobbies", etc. For the formation of professional and communicative competence of foreign students, the work programs of linguistic disciplines provide for the study of, for example, the following topics: "Meeting a doctor with a patient", "In the hospital. In the doctor's office", "Medical documentation: a general concept", "Working day of the future geographer", "Cartographic research", "Communicative styles in international relations", etc.

The learning content selected according to the principles described above is divided into classroom and independent work. The latter, according to educational and professional programs, takes up more than 50 % of the study time. So, for example, the work programs developed by the Department of Language Training of the Educational and Scientific Institute of International Education of V. N. Karazin Kharkiv National University, various types of independent work of students are provided, as shown in **Table 3.2**.

● **Table 3.2** Types of students' independent work

№	Types, content of independent work
1	Preparation for practical classes: <ol style="list-style-type: none"> <li>1. Work with the texts of the subject specified in the program:                         <ul style="list-style-type: none"> <li>– reading the text as the basis of a monologue;</li> <li>– listening to sample dialogues (remotely/in a computer class).</li> </ul> </li> <li>2. Completion of lexical and grammatical tasks according to program topics.</li> <li>3. Oral speech practice:                         <ul style="list-style-type: none"> <li>– preparation of monologic and dialogic speech based on communicative tasks</li> </ul> </li> </ol>
2	Work with additional textual material and presentations for the purpose of personally-oriented development of communicative competence
3	Preparation for the final control

### 3.6 EVALUATION CRITERIA AND MEANS OF CONTROL

Another basic structural component of the work program is the forms and means of control, because the recording and evaluation of educational achievements of educational migrants is an integral component of the ULF education system. On the one hand, the teacher evaluates the quality of language education, diagnoses the educational achievements of students. On the other hand, the student should be aware of its academic success, which will increase internal motivation in language learning. Therefore, the evaluation system solves the task of ensuring the quality of language training of foreign students of Ukrainian higher education institutions and provides for the following forms of control:

1) *current control*, which is carried out at each lesson, is used to check the level of formation of aspect skills and abilities in all types of speech activity;

2) *final control* – assessment or exam (in written and oral form) is conducted at the end of the semester in the form of lexical-grammatical tasks and monologic and dialogic speech within program topics and situations.

Let's create evaluation criteria based on the principles of selection and systematization of language materials, as well as taking into account communicative minimums. An example of the criteria for evaluating dialogic speech is given in **Table 3.3**.

Identical tables should be developed for the assessment of skills in all types of speech activity.

● **Table 3.3** Evaluation criteria for dialogic speech

Evaluation criteria	Distribution of points						Maximum points
1. Contents							12
1.1. Compliance with the communicative role and situation in a certain area of communication	yes	6	partially	3	no	0	
1.2. Completeness of the presentation of the topic (achievement of the communicative goal)	achieved	6	partially	3	not achieved	0	
2. Participation in dialogue (speech competence)							20
2.1. Compliance with the quantitative indicator (4–6 answers)	yes	6	partially	3	no	0	
2.2. Initiating a conversation	yes	6	partially	3	no	0	
2.3. Response to questions	yes	4	partially	2	no	0	
2.4. Compliance with etiquette rules	yes	4	partially	2	no	0	
3. Language competence							8
Linguistic normativity	8		4		0		
Phonetic	no errors		mistakes do not disrupt understanding		mistakes disrupt understanding		
Grammatical	no errors		mistakes do not disrupt understanding		mistakes disrupt understanding		
Lexical	no errors		mistakes do not disrupt understanding		mistakes disrupt understanding		
Stylistic (matching the genre)	no errors		mistakes do not disrupt understanding		mistakes disrupt understanding		
Total							40

### 3.7 DISCUSSION OF THE RESULTS OF SECTION 3

Thus, summarizing, it is possible to note that the work programs of the educational disciplines of the linguistic cycle reveal the purpose of forming the competences of the language personality of educational migrants, offer an approximate language inventory for teaching foreign language communication, which corresponds to the topic of communication and is consistent with the levels of language proficiency proposed by European and Ukrainian standards, a list of communicative skills is presented, descriptors and indicators of their formation are provided.

*The structure* of the work program of the educational discipline of the linguistic cycle contains a standardized set of elements, namely:

- description of the educational discipline (purpose and main tasks; planned learning outcomes;
- learning methods;
- number of credits and learning hours);
- thematic plan of the academic discipline;
- tasks for independent work;
- control forms and assessment criteria;
- rating scale and scoring scheme;
- list of recommended literature.

It is possible to present *the functions* of these programs as follows:

1. *Normative* (the program is a document that is mandatory to be implemented in its entirety) is the main one. This leading function is implemented through a set of partials:

- *determination of the purpose of education*: determines the goals of educational activity, the achievement of which is oriented to the design of the pedagogical process;
- *determination of the content of education*: fixes the system of elements of the content to be mastered.

2. *The procedural function* determines the logical sequence of assimilation of content elements, organizational forms and teaching methods.

3. *The evaluation function* reveals the levels of assimilation of content elements, objects of control and criteria for evaluating the educational success of educational migrants.

Among *the principles* of selection and systematization of content elements of the work program, we single out the following:

- the principle of compliance with current communicative intentions;
- the principle of taking into account the unity of language and speech components;
- the principle of matching the level of language proficiency;
- the principle of compliance with the genre typology of speech samples relevant for each specific specialty;
- the principle of cataloging communicative minimums (intentional, phonetic, lexical, grammatical);
- the principle of text- and discourse-centrism.

Taking into account the systematized functions of work programs and the principles of selection of educational material, we believe that the invariant model of the program should be supplemented with another element of the organization of the educational process, which will be aimed at all participants of the educational process (not only teachers, but also students). These should be reference materials that will contain a variable set of implementation of the invariant catalog of communicative minimums (intentional, phonetic, lexical, grammatical components), as well as a genre-thematic typology of educational texts and discourse samples.

The scientific principles of creating such minimums should become the subject of further scientific research.

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