

Київський національний університет імені Тараса Шевченка

Видавничий дім Дмитра Бураго

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*Наукове видання*

# «**МОВА І КУЛЬТУРА**»

*Випуск 22*

Том VII (202)

Київ  
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# **«ЯЗЫК И КУЛЬТУРА»**

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*change in the philosophy of education in general and on the noohumanist orientation of the goals and methods of universities and research institutions. It is proposed to take into account this innovation in creating a strategy for changing the system of higher education in Ukraine.*

**Key words:** *worldview evolution, humanism, neohumanism, the UN and the “17 sustainable development goals”, impact ratings, noosphere, noosciences, noogumanism, noolexicon.*

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### **THE USE OF PODCASTING TECHNOLOGY IN TEACHING «UKRAINIAN LANGUAGE AS A FOREIGN» IN THE UKRAINIAN MEDICAL HIGHER EDUCATIONAL INSTITUTIONS**

*The article is devoted to the problem of forming a foreign medical student linguistic personality; it's linguistic, speech, communication and socio-cultural competencies. The work focuses on the inseparability of communicative skills from the actualization of the task of systematic use of innovative didactic methods and techniques, as well as forms of work, bulk resources that ensure the involvement of students in the dialogue of cultures with the purpose of their successful integration into the national intellectual and educational space. This intelligence focuses on the introduction of various information and communication technologies into the educational process. The advantages of pedagogical innovation in comparison with traditional methods of presenting educational information are pointed out. In the view of the authors' proposed article – podcasting technology. The researchers interpreted the term podcasts, presented and analyzed the common typological paradigms of podcasts. The expediency and rationality of the use of podcasts of Ukrainian studies in the discipline «Ukrainian as a Foreign Language» in the medical university are substantiated. The transcript of the training podcast is presented, which can be used in practical lessons in the discipline «Ukrainian as a Foreign Language» (IIIrd course, speciality «Medicine»). The topic of practical training is «Hospital. Structure of medical establishment». The work uses a descriptive-analytical method, a general-linguistic method of scientific description, a method of comparison, and appeals to special linguistic methods and techniques, including discourse analysis.*

**Keywords:** *innovative technologies, podcast, foreign student, Ukrainian as a foreign language, medical university.*

**Introduction.** In the context of rapid development and improvement of the national educational industry, the problem of introducing pedagogical innovation into the educational

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process is particularly acute. It strengthens these considerations in the formation of an information society in which human activity, including communication, is being technologized. This contributes to the gradual transformation of Internet resources into a solid foundation for the world's educational discourse.

Against the backdrop of the recent social, political, cultural and economic events that have taken place over the last decades in the world and national continuums, the demands for the training of future competitive specialists in various fields, including medical, are increasing. The need to train a true professional leads to increased efficiency and diversity of education. And this, in turn, motivates the modernization of the educational system and, accordingly, causes the introduction of modern didactic forms and methods in higher education. It is likely that what young specialist will prepare this or that educational institution depends on the activity of scientific-pedagogical workers and the rational organization of their Vyshev educational process. «The need to train a true professional, including a physician, leads to increased efficiency and diversity of education,» M. Zhovnir rightly notes [Zhovnir, 2018, p. 91].

According to the latest educational guidelines requires a significant rethinking and deliberate transformations, the sublime algorithm of teaching and Ukrainian as a foreign language, because the intensification of globalization transformations, and mainly the convergence of cultures and traditions of different countries, recognizes the problem of the implementation of effective intercultural culture. At the same time, it is of utmost importance that the teaching of the subject is not reduced to an automatic, devoid of the creative component of working with text material. The consequence of such a pattern is easy to outline: one of the four basic skills in language (reading, writing, speaking, and listening) develops one another, and passive reading. The first step to preventing this is to realize the problem.

As for us, teaching methodology is effective only when it is based on methods and techniques that activate the activity of the learner, and is aimed primarily at finding new ways to actualize each student's inner potential, motivating them to constantly work hard for self-development, developing skills independent cognitive search, students' mastering the ability to organize and regulate speech activity, developing the ability to systematically master communication skills. At the same time, the formation of a conscious intention is necessary for improving the level of foreign student's proficiency in Ukrainian.

Communicative value, the expediency of using information and communication technologies (ICT), which encourage participants of the educational process to active cooperation, recently – at the attention of researchers. This method of training is developing rapidly. The authors presented different perceptions of ICT and provided numerous definitions of the concept under consideration. Besides, attempts were made to analyze the peculiarities of practical implementation of state-of-the-art information and communication technologies in the educational process.

Despite careful attention to the issues of applying ICT and state-of-the-art pedagogical methods and techniques in Ukrainian as a foreign language, some important aspects of this problem remain unclear. For example, not only the theoretical aspects of comprehending the algorithm of the introduction of information and communication technologies in the educational continuum, the expediency of their use in higher schools but also the effectiveness of ICT services in general need clarification. For us, the algorithm of modernizing the teaching of the

discipline «Ukrainian as a Foreign Language» is especially valuable, capable of harnessing the most advanced ICT of the Ukrainian language teaching process to foreign students mastering the medical profession.

**Materials and methods.** The research was performed within the anthropocentric scientific paradigm. Basic – general linguistic method of scientific description. The paper appeals to the generalization, systematization, classification, interpretation of linguistic scientific fact. The descriptive-analytical method was used to analyze and systematize the features of ICT implementation in the educational process; comparison method – to compare innovative and traditional educational methods and techniques. The special linguistic methods and techniques, including discourse analysis, have been appealed.

**Results.** «In current linguistic, in particular, medical discourse, the physician's linguistic figure, her pivotal cognitive and communicative-pragmatic characteristics», T. Leshchenko is convinced [Leshchenko, 2018, p. 11]. Indeed, modern ecclesiastical realities require knowledge and fluency in Ukrainian. The multi-level legislative documents regulate the process of servicing it in the official spheres and determine the requirements for employees of a particular professional field. They form an ideal competency model for the linguistic personality and the doctor, including the dentist.

These requirements are also relevant for foreign students studying in Ukraine. To outline such an ideal model of the linguistic personality of a foreign student, it is necessary to identify social, cognitive and verbal-semantic features that create and distinguish it from others as an important component of the linguistic environment.

Of course, their level of proficiency in Ukrainian is different from the level prescribed for the national contingent of students. Nevertheless, a foreign student, a future physician, must be proficient in Ukrainian to build his or her oral and written discourses, using basic knowledge of the language, actively applying them in practice. This, of course, is a rational grain. The core purpose of foreign language learning for Ukrainian citizens is to form a communicative competence, able to fully realize the communicative needs in different spheres of communication – educational, scientific, socio-political, socio-cultural, and every day.

To receive competitive training in the chosen speciality, successful implementation of scientific research, proper adaptation and full orientation in the new socio-cultural environment, active personal cultural growth, to meet the needs of everyday life, and to cultivate a harmonious personality capable of intercultural, you need to learn Ukrainian. At the same time, the main factors of the organization of language training should be the educational standard, the system of curricula and programs, the system of training.

K. Degtyareva's study gives us: «Teaching Ukrainian to foreign students has a great number of problems caused by many factors, among which is the lack of elaboration of the methodology of teaching Ukrainian as a foreign language, the lack of quantity and quality of Ukrainian language textbooks for foreigners others» [Degtyareva, 2018, p. 6]. Simultaneously the problem of formation of communicative competence of foreigners and realization of a secondary linguistic personality, which, in turn, implies a harmonious development of skills in the main types of speech activity (listening, reading, speaking, writing). It is the ability to perceive and understand oral and written speech, independently create verbal and written, dialogical and monologic statements of different types, styles, genres of speech in different spheres of communication, first of all, educational and professional, to use varieties of listening

and reading, to engage in dialogue in communication situations the requirements of speech etiquette, to express and think properly, to analyze texts, to evaluate and to improve one's speech activity.

It should be noted that the systematic and rational service of ICT during the practical training in the discipline «Ukrainian as a Foreign Language» will be a great addition to the traditional factual presentation in the form of seminars or practical classes. The considered online form of organization of training is effective and has considerable potentials of use in studying Ukrainian as a foreign language since it makes possible to diversify the process of monitoring and consolidation of skills and skills of foreign students. We have reasons to say that ICTs contribute to the growth of students' educational motivation, their active involvement in classroom work, and cause the increase in the efficiency and effectiveness of knowledge acquisition.

Nowadays, educational circles are actively discussing electronic educational resources: cloud technologies, 3D communications, 3D Internet education, AR technologies in the current educational environment, and the role of computer technologies in the work of educators. Innovative educators are trying to experiment with video editors, alternative traditional rendering resources, and other 3:0 multimedia educational technologies. Guided by the importance of reorienting education to the use of ICT, it also focuses on multimedia resources for creating quizzes, didactic games and tests. Such creative pursuits complement the developed theoretical and methodological base of new forms and methods of teaching, gradually form an unconventional approach to the learning process, prevent the transformation of teaching discipline into an automatic, devoid of elements of creativity mechanical work with actual material.

In recent years, the term podcasts, which are now presented in the educational space, have often been referred to in the educational literature. Podcasting is a modern, multidimensional phenomenon that is still in its infancy and development. The prerequisite for the emergence and active development of podcasting was the technological capabilities of the network. The implied reasoning and the small number of commonly accepted definitions of this phenomenon determine the relevance and novelty of the problem of digital media research.

The methodological base of modern technologies in education is at the stage of active creation, and detailed exploration of the phenomenon of podcasting is devoted to scientific exploration of both world and ukrainian researchers (Voronina, 2013; Betsko, 2012; Bihych; 2012; Carvalho, & Aguiar, 2014; Cebeci, 2006; Clothey, & Schmitt, 2008; Grytskyk, 2015; Danyiuk, 2014; Degtyaryova, 2019; Dragunova, 2014; Epifantseva, 2019; Kardashova, 2015; Madzihon, 2002; Matviiv-Lozynska, 2015; Naydenova, & Ponomarenko, 2018; Nikolaiev, 2003; Susoev, 2009; Strashko, 2015; Stupina, 2006; Hahina, 2014, Shekhavtsova, & Protopopova, 2019, etc.).

In their works, scientists defined podcasts, covered in detail the features of their application in the context of ICT entry into the field of education, the search for effective methods and tools for language learning, native and Ukrainian as a foreign language, combining the latest methods of learning with traditional, identified and described the features of creating and using podcasting technology.

The term *podcasting* was formed from a combination of the English words iPod - the name of a popular Apple player and the second part of the word *broadcasting*. Podcasting is a way of

publishing media streams (audio mp3 or video broadcasts) on the World Wide Web, in which they are broadcast in a special way (RSS), allowing all Internet users to read and download them. Scientists' research, especially educators, focuses on identifying, organizing, and ranking the benefits of podcasts over traditional audio content (relevance, autonomy, authenticity, and multifunctionality).

One of the promising foreign language learning tools that enables the implementation of the principles of communicative orientation, individualization, authenticity, interactivity and intensive use of students' background knowledge, we consider a podcast, traditionally defined as «Separate file, or regularly updated, published series Internet address» [Dragunova, 2014, p. 61]. Extrapolating and refining the basic ideas of the predecessors, modern scholars have tried to clarify the definition, outline the dominant and main features of the phenomenon under consideration.

We tend to define the podcast as a digital media file hosted on the Internet for subsequent re-play on modern gadgets – smartphones, portable media players, personal computers, tablets and more. One of the main principles of building a podcast network on the Internet is the ability to subscribe and download the media files we are considering.

We believe that the podcast can be interpreted as an alternative to broadcasting and television, as it is known that it does not require a frequency sensing license, and can be served at any convenient time for the listener. This causes the creation of podcasts by print media, websites of educational institutions, educational centres, and even enables the operation of podcasts-terminals. Podcasts can be heard by students while working independently. This, to us, is another advantage of the technology under consideration.

The idea of podcast differentiation cannot be overlooked either. Today there is an extensive paradigm of educational media files. Sometimes it is difficult to draw a clear demarcation line between them. J. Stanley identifies the following types of podcasts: 1) authentic podcasts – created by native speakers, do not always have an educational character; 2) educational podcasts (or educational ones) – created as part of the learning process; 3) methodical (technical) podcasts – contain guidelines, pedagogical techniques and technologies for the use of podcasts in the learning process [Stanley, 2005, p. 15].

In A. Dragunova's research, we look for another paradigm of podcasts: 1) linguistic podcasts – contain materials aimed at forming grammatical/lexical/phonological skills; 2) sociolinguistic podcasts – contain material on the use of linguistic means in the social context (etiquette forms, registers of communication, etc.) and provide broadcasting practices; 3) socio-cultural podcasts – contain comprehensive information about the country/peoples/culture of the language being taught; 4) strategic podcasts – offer information about the behaviour of native speakers in different situations [Dragunova, 2014, p. 112].

In today's language, Ukrainian language training is conducted using a communicatively oriented technique, which is, mastering the language first and foremost for live communication. The integration of podcasts (of all types) into the process of studying Ukrainian by foreign students in higher education should be methodologically justified. In our opinion, the modern student should be aware of the need to master language skills, the formation of not only communicative and socio-cultural competences, involvement in a foreign language – Ukrainian – culture, but also the development of information competence. We are talking about the ability to navigate the modern information space, the ability to search, selection and critical rethinking



of the functional purpose of network resources, the ability to communicate effectively through modern means of communication.

At the same time, educational interaction does not change radically but rather becomes stronger due to the emergence of new forms and formats of communication. The methodological justification is that podcasts help students develop oral language skills. Podcasts allow you to develop the ability to perceive a foreign language by hearing, improve your speaking skills. All that prepares future medical professionals for communication.

Besides, podcasts help to develop the skills of finding the right information in various sources, the selection of the necessary data from the information flow, their systematization according to predefined parameters and characteristics; selection of the basic and the main information message, transformation of a certain type of information into another (verbal to virtual, for example) and vice versa; determining the form of presentation of information. Podcasting technology actively helps to formulate an adequate perception of the content of the message, owning and operating tools for preparing and receiving information, understanding the direction of the information flow and the core goals of communications.

Podcasts, written in Ukrainian, allow foreign students to get acquainted with the samples of the authentic Ukrainian language, in an accessible form submit the specifics of native words, orthoepic features, articulatory variations. Active use of authentic podcasts in the Ukrainian language as a foreign language course contributes to the immersion of foreign students into the real Ukrainian-speaking environment.

A foreign student is willing to experiment with different podcasts, listen carefully to audio recordings, try to understand the essence of the message, remember the main thing. As you listen, you develop the skills and ability to understand and interpret a foreign language. One should not forget the formation and improvement of pronunciation skills, the expansion and enrichment of vocabulary, grammatical skills, the development of speaking and speaking skills.

The systematic and rational use of the audio teacher of the educational audio recordings will provide students with the ability to differentiate between the main and secondary in the listened, clearly define the subject of the message, divide the text into semantic parts, establish logical connections and content parallels, outline the main opinion of the communicated. Successfully selected podcasts will enhance the development of receptive auditory skills in working with phonetic, lexical and grammatical material, and most importantly, the ability to understand the listener.

It should be noted that when working with podcasts, the teacher should take into account the length of the recording as well as the pace of its reading by the author. A mismatch of a given level of proficiency in a language will significantly reduce the effectiveness of the technology used, or completely negate the educational benefit of the technology.

Another task for the teacher is to develop a system of exercises and tasks for the podcast. Incidentally, it also correlates with students' proficiency in the language. In our opinion, it may be justified to rank the podcast. For example, to the first set of exercises (preparation for listening to the material), the use of which will provide monitoring of the skills of mastering the language of hearing, we offer tasks that involve a preliminary discussion of the topic, development of new vocabulary, active grammatical constructs, etc. After listening to audio files, you should appeal to tasks that determine the level of mastery of the processed verbal material and grammatical constructions.

Podcast material – short informational messages lasting up to 5 minutes. or discuss specific issues for up to 30 minutes. Podcasts are accompanied by a link to the text of the message or articles that correspond to the topic of the podcast or contain its transcript. The teacher should independently develop and present to students packages of didactic exercises for podcasts. The technology we consider is similar to audio, which traditionally consists of the following stages: before listening, during listening and after listening [Epifantseva, 2010, p. 16]. Let's try to detail the description of possible exercises for each of the stated stages of perception of educational audio texts.

Thus, at the pretextual stage, the language warm-up, repetition of previously learned lexical material, repetition of words related to active use of the student, consideration and elimination of linguistic difficulties, encouragement and correction of the exchange of thoughts, discussion of the lessons learned on the subject, comparisons, revitalizing students' previous experiences, and more. We also suggest using language training, systematizing the verbal array, presenting and analyzing a system of tips and logical centres, verbal supports for understanding information. At this stage, there is an incentive to listen to the interpretation of the main idea, the essence of the stated, there is a presentation of listening exercises. Test tasks, formulation of assumptions with the title or new words, illustrations, questions for anticipation, tasks for the development of imagination, and guesswork will be relevant.

After presenting audio texts, students should be helped to focus on its content, including suggesting to compare the text with the assumption, stimulate verbal response questions, ensure active listening, understanding students' content, check the formulation of sentiments while listening to the podcast.

Typical tasks are: listen to a podcast and paste miss words in sentences, listen to a podcast and record the most common words and phrases in it, listen to a podcast and say what definitions to the proposed phrases are presented in it, listen to a podcast and find equivalents others.

Post-textual exercises are primarily aimed at developing communication skills. Motivationally motivated are creative exercises and tasks for the development of dialogical and monologue speech, writing, ability to discuss, etc. You can ask students to complete a phrase, answer a question, choose the correct and incorrect statement, combine parts of a sentence, select illustrations for a podcast, write a simple outline, choose a title or subheading from the suggested options, perform a multiple-choice test, and more.

**Discussion.** Here is an example of a transcript of a podcast that can be used for taking lessons in the discipline «Ukrainian as a Foreign Language» (III course, speciality «Medicine»). The topic of practical training is «Hospital. Hospital. Structure of medical establishments». Also, we offer a developed system of exercises for the podcast. One good note: When writing text for a podcast, be sure to use your students' names and other realities of their familiar lives. Such manipulation, in our opinion, will make listening more interesting and valuable for the student audience.

*Ali knows that the primary task of a doctor is to treat people. But doctors are also sick. Ali is a foreign student from Morocco. He is a student at the Ukrainian Medical Dental Academy. Ali wants to be a surgeon. Yesterday Ali played football with his friends, it was cold, so Ali became cold. He is bad. In the morning he registered for an appointment with a physician. Ali and their friend Hassan go to the clinic.*

You can get medical help at the clinic, outpatient clinics, medical emergency stations, hospitals, dispensaries, hospitals, sanatoriums and more. Now it is possible to treat in modern clinics and medical-diagnostic centres.

The hospital is a medical institution and a treatment-and-prophylactic institution that provides inpatient qualified and specialized medical care. У поліклініці або в лікарні хлочця огляне лікар, з'ясує діагноз і призначить лікування.

Ali lives on the 10, Lakhova street in Poltava, so he goes to the nearest hospital. T

he hospital consists of a reception ward, diagnostic wards and an economic unit. In the therapeutic department of the hospital provide medical assistance to patients with internal diseases, which require long-term treatment, care, and complex diagnostic procedures.

Ali and Hasan go to the outpatient department. The outpatient clinic is a speciality hospital where outpatient care is provided. Here the guy is examined by a doctor. He asks what Ali complains about, the symptoms and the duration of his illness. The doctor insists on additional examinations - general and biochemical blood test. It measures temperature, pressure, listens to the heart and lungs.

After the inspection, the boys go to the manipulation room. Ali is dizzy, so he is helped by a nurse.

**Task 1. Answer the question.**

1. Why did Ali sign up for a doctor's appointment?
2. Who is Hassan?
3. What is Ali doing with Hasan?
4. Where can people be treated?
5. What is a hospital At which medical institution do patients receive inpatient qualified and specialized medical care?
6. What is the structure of the hospital?
7. Who is assisted in the treatment unit?
8. What does the doctor ask during the examination?
9. In which department of the clinic can the boys do additional examinations?
10. Where do guys go after the inspection?

**Task 2. Answer YES or NO.**

- 1) The main task of the doctor is to teach people to speak.
- 2) In the morning, Ali was at a cafe, drinking coffee with friends.
- 3) In the morning Ali registered for an appointment with a dentist.
- 4) Now it is impossible to treat in modern clinics and medical-diagnostic centres.
- 5) The polyclinic is a special medical facility where outpatient care is provided.
- 6) A hospital is a medical institution and a treatment-and-prophylactic institution providing inpatient qualified and specialized medical care.
- 7) The hospital consists of a reception ward, diagnostic wards and an economic unit.
- 8) In the therapeutic department of the hospital provide medical assistance to patients with incurable diseases.
- 9) After examination, the doctor insists on additional examinations - general and biochemical blood test.
- 10) After the inspection, the boys go to the manipulation room

**Task 3. Combine terms with definitions. Translate terms into English.**

<i>A. Traumatology department</i>	1) a clinic or a hospital dealing with various diseases
<i>B. Patient</i>	2) an institution in which sick or injured persons are given medical or surgical treatment
<i>C. Symptom</i>	3) a person licensed o practice medicine, as a physician, surgeon, dentist, or veterinarian
<i>D. Doctor/physician</i>	4) a branch of surgery dealing with major wounds caused by accidents or violence
<i>E.Hospital/Inpatient clinic</i>	5) the process of determining by examination the nature and circumstances of a disease condition
<i>F. Outpatient clinic</i>	6) a person who is under medical care or treatment
<i>G. Disease</i>	7) a distinctive symptom or characteristic
<i>H. Diagnosis</i>	8) an abnormal condition affecting a living organism

All of the above mentioned and analyzed above are the main advantages and perspectives of using podcasts: diversification of resources for distance learning, public access and free of charge, information content, creative presentation of material, development of linguistic outlook, ability to adapt to individual pronunciation features

**Conclusions.** ICTs create a powerful base of innovative educational opportunities, a creative learning environment. Their motivated and rational introduction to the courses on subjects «Ukrainian as a Foreign Language» and «Foreign Language Ukrainian for Professional Purpose» is a proven way to improve the quality of non-professional, mainly linguistic, socio-cultural training of foreign students.

Observations have shown that each educational institution and each department have certain peculiarities in the organization of the educational process, in the midst of which the linguistic personality of a foreign medical student, a leading specialist, who is fluent in Ukrainian, freely comes into contact with native speakers language, supports communication, implementing its basic communicative intentions. We are convinced that the harmonious combination of the usual pedagogical practice with educational innovation ensures the formation of core competencies, including communicative ones.

Podcasting technology can be actively used – in parallel with other two- or multilateral communication tools (blog, chat, forum, e-mail, social networks, etc.) – both in the educational process and in the extracurricular activities. At the same time, podcasting in the lessons of the discipline «Ukrainian as a Foreign Language» promotes the formation and polishing of oral language skills.

Podcasts enable you to develop the ability to perceive Ukrainian speaking by ear, improve the skills of pronunciation, accentuation, grammar perception, helps to form an adequate perception of the content of the message and prepare future medical professionals for a harmonious everyday and professional.

This is facilitated by a rational, methodically motivated systematic use of task paradigm and exercises specially developed by the teacher.

**Prospects for further researches.** Of course, the proposed work is only an attempt to find out the problematic aspects of the topic under consideration. Further research into the implementation of ICT in the educational process requires a thorough analysis of the use of

pedagogical technologies of teaching the Ukrainian language to students in higher medical schools, the analysis of modern pedagogical systems focused on improving and diversifying the language education and education.

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## ВИКОРИСТАННЯ ТЕХНОЛОГІЙ ПОДКАСТИНГУ ПІД ЧАС ВИВЧЕННЯ ДИСЦИПЛІНИ «УКРАЇНЬСЬКА МОВА ЯК ІНОЗЕМНА» У ВИЩИХ МЕДИЧНИХ ЗАКЛАДАХ ОСВІТИ

*Статтю присвячено проблемі формування мовної особисті іноземного студента-медика, його мовної, мовленнєвої, комунікативної й соціокультурних компетенцій. У праці акцентовано на невіддільності комунікативної вправності від актуалізації завдання системного використання інноваційних дидактичних методів і прийомів, а також форм роботи, ресурсів, що забезпечують залучення студентів до діалогу культур із метою їхньої успішної інтеграції до вітчизняного інтелектуально-освітнього простору. У цій розвідці зосереджено увагу на впровадженні різноманітних інформаційно-комунікаційних технологій у вишівський навчально-виховний процес. Указано на переваги*

педагогічної інноватики у порівнянні з традиційними методами подачі навчальної інформації. У полі зору авторів запропонованої статті – технологія подкастингу.

**Ключові слова:** інноваційні технології, подкаст, студент-іноземець, українська мова як іноземна, медичний виш.

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## ИСПОЛЬЗОВАНИЕ ТЕХНОЛОГИИ ПОДКАСТИНГА ПРИ ИЗУЧЕНИИ ДИСЦИПЛИНЫ «УКРАИНСКИЙ ЯЗЫК КАК ИНОСТРАННЫЙ» В ВЫСШИХ МЕДИЦИНСКИХ УЧЕБНЫХ ЗАВЕДЕНИЯХ

*Статья посвящена проблеме формирования языковой личности иностранного студента-медика, его речевой, коммуникативной и социокультурных компетенций. В работе акцентировано на неотделимости коммуникативной подготовки от актуализации задачи системного использования инновационных дидактических методов и приемов, а также форм работы, актуальных ресурсов, обеспечивающих вовлечение студентов в диалог культур с целью их успешной интеграции в отечественное интеллектуально-образовательное пространство. В этом исследовании внимание сосредоточено на внедрении различных информационно-коммуникационных технологий в вузовский учебно-воспитательный процесс. Указано на преимущества педагогической инноватики по сравнению с традиционными методами подачи учебной информации. В поле зрения авторов предлагаемой статьи – технология подкастинга.*

**Ключевые слова:** инновационные технологии, подкаст, студент-иностранец, украинский язык как иностранный, медицинский вуз.

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## LINGUOHISTORIOGRAPHICAL ASPECT OF STUDYING THE HYPOTHESIS OF LINGUISTIC RELATIVITY

*The article deals with the linguohistoriographical aspect of the study of the works of European and American linguists' of the 19<sup>th</sup> – 20<sup>th</sup> century: W. von Humboldt, G. Steinthal, O. O. Potebnya, J. L. Weisgerber, E. Sapir and B. Lee Whorf, who theoretically revealed the*

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## ТЕОРІЯ І ПРАКТИКА ПЕРЕКЛАДУ

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