

FEATURES OF THE USE OF MEDIA IN TEACHING THE UKRAINIAN LANGUAGE

^aIVANENKO I. ^bHODIK K., ^cSYDORENKO O., ^dMATSKO O.,
^eANDRYEYEVA T. ^fPIATETSKA O.

^a*Bogomolets National Medical University, Kyiv, Ukraine,*

^b*National Academy of Sciences of Ukraine, Kyiv, Ukraine,*

^c*Taras Shevchenko National University of Kyiv, Kyiv, Ukraine,*

^d*Taras Shevchenko National University of Kyiv, Kyiv, Ukraine,*

^e*Taras Shevchenko National University of Kyiv, Kyiv, Ukraine,*

^f*Taras Shevchenko National University of Kyiv, Kyiv, Ukraine*

email: ^a*ivanenkoi@ukr.net,* ^b*nimir4@ukr.net,*

^c*olesja_sydoренко@ukr.net,* ^d*OksanaMatsko@ukr.net,*

^e*andreevatm@ukr.net,* ^f*ovimavo@i.ua*

Abstract: In most modern countries, higher education institutions are actively implementing online technology. Teaching the Ukrainian language is no exception. Online applications in the teaching of this discipline are widely used both for students who are fluent in the language and for those who study it as a foreign language. Purpose: to identify the features of the use of different software in the study of the Ukrainian language by different groups of students. Research methods: description, observation, questionnaire, comparative analysis, generalization, systematization. Results. There is a direct dependence on the type of resource, its use in everyday life and the effectiveness of working with it during the study of the Ukrainian language.

Keywords: interdisciplinary approach, foreign students, online applications, native speaker, Ukrainian as a foreign language.

1 Introduction

Modern learning, in particular, language learning in higher education institutions, is impossible to imagine without the use of media resources. Their active introduction into the educational process is due to the direction of digitalization, globalization of processes, as well as the restriction of classroom training related to quarantine. It does not bypass the teaching of the Ukrainian language (as a professional language for its speakers and as a foreign language for students from other countries).

This process is most active in those institutions that work with contract students from other countries. Representative in this regard is the Bogomolets National Medical University, where native speakers of different languages (Hindi, Farsi, Turkish, Arabic and others), as well as students for whom Ukrainian is a native language. Under quarantine conditions, a number of online services have to be used to watch training videos, take tests and other tasks. And this process is not regulated by certain standards. Since applications are the busiest today, it is their specific implementation that needs to be clarified first.

It is obvious that in groups of native speakers and in groups of students studying Ukrainian as a foreign language, the strategy of using applications should be different. This is due to different levels of language training, students' personal interests and other factors. While there are no reasoned approaches to the use of certain programs in the educational process, students and teachers have a lot of difficulties when working with the material (some students can't get into their account on the program site, do not understand how to use different functions, etc.). The quality of education deteriorates due to such problems, as students are unable to complete certain tasks, lose time preparing for lectures and seminars, and so on. This problem needs to be addressed immediately. This is due to the relevance of this study.

The purpose of the study: to identify the features of the use of multimedia tools in teaching the Ukrainian language as its speakers and students who study it as a foreign language.

Research tasks:

1. Outline the range of applications that are most effective in teaching the Ukrainian language in higher education institutions.
2. Analyze and generalize the world practice of using media in language teaching.

3. Conduct a survey in groups of students to assess the quality of work with online applications in different categories of speakers.
4. Identify groups of recipients. Establish 1 focus group of Ukrainian-speaking students, as well as two focus groups of foreign students (first and second years of study).
5. Outline the strengths and weaknesses of the use of different media for each group of recipients.
6. Formulate basic recommendations for the use of software for native speakers and learners who study it as a foreign language.

2 Literature Review

Methods of teaching the Ukrainian language are the subject of many modern scientific works. Thus, Tsurkan (2019) analyzes the history of the formation of teaching methods from 1993 to 2019 with its difficulties and achievements. She emphasizes that in 1993 there was little work on this topic. In addition, some of them could not be used due to the change of political paradigm. In recent decades, teachers have had to experiment with material, use different teaching aids, and engage in international practice. The researcher notes that today a comprehensive approach is used in teaching the Ukrainian language, which allows students with different levels of training to successfully master this course. Pal'chukova (2016) in her work analyzes the effectiveness of experimental teaching of the Ukrainian language on a cross-cultural basis. She takes two groups of students to conduct the experiment. These include those who are less familiar with Ukrainian culture. In one group of students, the researcher uses a cross-cultural approach, and in another – no. The study proves that the use of common cultural indicators in those groups in which there were foreign students who are not familiar with Ukrainian culture, can increase the level of mastery of the subject. The results of this investigation seem convincing.

The possibility of using automated translation systems in intercultural communication is analyzed by Shadiev & Huang (2016). These researchers took two groups of students from countries that are far from each other and do not have cultural intersections. Joint training activities were organized for these groups within the study. At the same time, the participants had to use the systems of voice input of information and automated translation of the speaker's language into several languages of the participants at the same time. Surveys of such activities in two groups of students showed that, firstly, it was easy and convenient for them to use computer translation tools, and secondly, they had no problems communicating. Such results indicate the possibility of using such teaching aids in groups of students studying a foreign language that is not similar to their native language. Shelest (2018) offers practical techniques for teaching lexical and grammatical material: creating different language situations in the classroom, organizing cultural centers for people from different countries. The researcher notes that the material for students should be selected taking into account the language situations that they encounter most often (communication in everyday life, transport, shop). This will give additional motivation to foreign students to study Ukrainian as a foreign language. Undoubtedly, this approach is universal, and can be used in mastering different languages. Bokale (2020) summarizes existing approaches to learning foreign languages and notes that they can all be effective only when there is no constant communication between the teacher and the learners. Palins'ka (2012) emphasizes that in Ukraine there are still no standardized methods for teaching the Ukrainian language to different categories of students. This, on the one hand, does not allow to check the level of different groups of students according to common standards. That is, the level of training of students may suffer. But, on the other hand, the lack of balanced methods allows teachers to experiment with students, choosing different teaching aids. Nykyporets (2021) in his work gives general remarks on the learning process during the pandemic. The article states that the educational process in this situation should be flexible, adaptive, use different technical means. However, this work does not sufficiently reveal ways to modify the modern

learning process in a pandemic. In particular, computer tools are quite concise.

Sehra, Maghu and Bhardawaj (2014) described the difference between distance and e-learning (these terms are often mistaken). The researchers noted that distance learning should be understood as a set of consistent measures to ensure the learning process for each student, regardless of location. At the same time, e-learning is a broad term that combines videos, learning materials, and so on. Regarding the prospects for the introduction of these types of training, they wrote the following:

“It can be concluded that both distance learning and e-learning can be effective modes of education, especially in a vastly growing population like India. Both have their pros and cons in dissemination and hence a hybrid of traditional and such innovative forms of educational methodology should be adopted and the usage of technology in education should be effectively maximized”. (Sehra, Maghu and Bhardawaj 2014: 826).

A universal pool of programs for teaching in Ukrainian higher education institutions is described in the article Marchenko, Yuzkiv, Ivanenko, Khomova, Yanchytska (2021). This paper considers the possibilities of such programs as Kahoot, as well as many others, presents possible options for their use in performing certain exercises in learning Ukrainian as a foreign language (exercise "True or false" for Kahoot and a number of others). Intelligence Yuzkiv, Ivanenko, Marchenko, Kosharna, Medvid, (2020) describes the types of innovative methods used in Ukraine to study foreign languages (given that the country belongs to the countries with low or medium level of English proficiency). Such methods include: introduction to the scientific process of creative and interactive tasks, the use of computer technology, group work. This approach is also universal and can be applied not only in Ukraine but also in India, Pakistan and other countries.

A number of researchers have considered the features of the use of certain methodologies and applications in the educational process. Thus, Kuzminska, Stavvytska, Lukianenko, & Lygina (2019) describe the experience of using CLIL-technology when working with students. To conduct the study, researchers take a group of 46 students. The results of their work show that the implementation of CLIL-technology in the educational process allows to increase the level of mastery of the material, to strengthen the motivation to learn foreign languages among students. Leshchenko, Lavrysh & Halatsyn (2018) come to similar results in their article. Researchers analyze the experience of using this technology in Ukraine and its implementation in Poland and conclude that CLIL can be used in any group of students. The technique will be fruitful. Awan & Sipra (2018) in their analysis of similar experiences note that the use of CLIL allows to build intercultural connections. Accordingly, this program should be applied in universities focused on international cooperation.

The lack of use of the usual media for students in education notes Kessler (2018). The researcher notes that they need to be widely introduced into the learning process. The work of Peters & Webb (2018) confirms the positive impact of audio and video recordings on the acquisition of foreign language material. Arndt & Woore (2018) note the increase in the efficiency of learning foreign words by those students who watch YouTube in everyday life and read blogs in the language they want to learn. Rodgers (2018) notes that television programs provide an opportunity to master unfamiliar words. Wang (2019) considers the influence of subtitles on the level of assimilation of educational video materials by students of different groups. The researcher takes four groups of students: preparatory, two classes of freshmen and one class of graduate students. These groups watched training videos without subtitles with Chinese subtitles, with English subtitles and double subtitles. As a result, it was found that the use of double subtitles is optimal for learning lexical material. Teng (2020) comes to similar results in his study. The author analyzes the experience of using subtitles for a group of 240 students. He also concludes that engaging videos

with brilliant full subtitles has a better effect on the level of lexical material acquisition in the selected group. Karami (2019) also notes the positive impact of educational videos on learning foreign language vocabulary. Perez, Peters & Desmet (2018) describe an experiment using exercises to find the hidden word in a video. Researchers note that such tasks increase the level of learning foreign words, while conventional tests do not give a similar effect. Thus, these studies confirm the effectiveness of the use of media in learning the lexical layer of language.

Thekes (2021) investigated the impact of Xeropan on foreign language learning. The scientist notes that the use of such a gamified application in the preparation of students has increased their level of mastery of the material. Students continued to use it in their free time to master the language. Therefore, the researcher notes that the use of such applications is fruitful for the educational process, in particular, for language learning.

Zarzycka-Piskorz (2017) notes that the use of online applications allows well-organized work in groups of students. In her article she comes to the following conclusions:

“The students are not left alone, they act together, establish the manner in which they work together, as well as face the consequences of their wrongdoings/mistakes together. Therefore, the class-with-agame reality is not broken, because it offers more motivational stimuli than just reality” (Zarzycka-Piskorz 2017: 18).

Scholz, Schulze (2017) carefully analyzed the possibility of using less common in the educational process gamified systems. Scientists have worked with World of Warcraft. They were able to establish that the use of this game increased students' interest in the subject and improved learning outcomes.

Deghenzadeh, Fardanesh, Hatami, Talae, Noroozi (2019) also draw attention to the role of gamified applications in language learning. Researchers note that these programs add motivation to students, make the learning process more exciting. It also improves the academic performance of students.

Csapó & Molnár (2019) describe the experience of using eDia in the educational environment. They note that this application allows the teacher to work with a significant number of students, facilitates the process of evaluating academic results and more.

Thompson, Khawaja (2016) in their article focused on the impact of the language environment on the level of knowledge acquisition by students. They noted that students from bilingual backgrounds may experience greater discomfort when learning a foreign language. At the same time, the level of anxiety in such students will not be constant. This will require the teacher to be more focused in working with such groups.

Particular attention in the choice of learning strategies in some intelligence is focused on the interdisciplinary approach and the problems of language acquisition as a foreign language. Thus, Thékes (2016) analyzes the most successful approaches to mastering new foreign language vocabulary and notes that good results in this process can give different activities: drawing, listening to songs in English and more. The author highlights the most fruitful strategy: “It has also been revealed, in accordance with my presupposition, that asking the teacher for the meaning of the new word, writing down the word many times, remembering the Hungarian equivalent of the new word and learning words in group work are within the most applied vocabulary learning strategies” (Thékes, 2016: 20). As for others, the scientist considers them fruitful but less reliable. This is due to the fact that not every student in the home will draw foreign words, sing foreign songs. These methods are more suitable for building an individual learning strategy. Khameis (2021) talks about the experience of using a variety of creative approaches in language teaching. The scientist writes about the need to use a large number of conversational exercises, songs, games. Hadaichuk and Nykyporets (2020) demonstrate similar results in their work. Researchers analyze the effectiveness of the use of collages in learning a foreign language and note that

they increase students' motivation. Accordingly, both studies confirm the need to use drawings and other similar objects when working with students.

Yazdi and Kafipour (2014) devoted their article to the analysis of foreign language teaching for Iranian students. They determined that simple learning strategies are effective in this category of students: listening to the lecturer, reproducing information from him. This is due to the culture of Iran. The results of this study are important for us, as groups of Ukrainian medical universities study people from this country.

The Wilang, Vo-Duy (2021) study deals with the study of a third foreign language by students from Korea and Vietnam. Researchers note that a multicultural approach should be used to work effectively in this direction.

Stavytska (2017) in her article analyzes the effectiveness of the use of multimedia tools in the preparation of engineering students. It comes to the following conclusion: "effectiveness of the effectiveness of professional training of engineering students enhances if the formation of foreign language competence is carried out with the use of multimedia and under certain pedagogical conditions" (Stavytska, 2017: 123). The results of this study give grounds to talk about the feasibility of using online applications in the work of students of other specialties.

In general, these studies have created an excellent theoretical basis for the study of this problem and provided a good justification for the use of various applications in the process of preparing students. However, they do not obscure the need to analyze the effectiveness of the use of different programs for both students who are fluent in the language and those students who study it as a second foreign language.

3 Materials and research methods

In order to realize the set research goal, the following research methods were involved:

- descriptive method – for the analysis of professional literature on the latest approaches to teaching the Ukrainian language (including as a foreign language);
- method of observation – to correct the order of use of certain applications in focus groups);
- method of comparative analysis – to compare the results of mastering online applications in groups of native speakers and students studying Ukrainian as a foreign language after the appropriate correction of the strategy of their use.

Conducted 3 surveys among students of the Bogomolets National Medical University. The samples are formed as follows: a group of 30 students (Ukrainian – native language), a group of 30 students (Ukrainian as a foreign language – 1 year of study) and a group of 20 students (Ukrainian as a foreign language – 2 years of study). Students from different countries study in the last two groups. Their native languages (Farsi, Hindi, Arabic) are significantly different from Ukrainian. A questionnaire was compiled to interview students, in which they must indicate their group, level of proficiency in the Ukrainian language, as well as answer questions about the difficulties in working with online applications.

The first survey took place in the last week of the first month of study 2020-2021 school year, the second – in the last week of December (dates in different groups differed), the third - in the last week of May. The same questionnaires were used for all groups during the survey. They were the same for each stage of work and were taken into account in the further use of certain applications. Survey participants were not told which answers were correct and which were not. Scores for each specific questionnaire were also not reported. The form of the questionnaire is given in the appendix.

For analysis, we chose the applications used in teaching practice:

- Zoom (<https://zoom.us/>) – used for online conferences.

- YouTube (<https://www.youtube.com/>) – the service for storing and distributing video content. It is used for independent work with educational videos.
- Kahoot (<https://kahoot.it/>) – portal for testing.
- Wordwall.Net (<https://wordwall.net/>) – an online application for gamification of the educational process. Gives the opportunity to perform exercises to compare pictures with words, use the wheel of random selection of topics for dialogues and more.
- Google forms (<https://docs.google.com/forms/>) – used for surveys, ongoing evaluation.
- Mova.Info portal (<http://www.mova.info/>) – used for instrumental text analysis. Allows you to use internal libraries.
- For each of the applications, three questions were generated in the questionnaires. The first was a closed test in which you had to select the functions that the selected application has. The second is a closed question about the program interface. The third is an open-ended question, in response to which the recipients could indicate the problems that arise in them when working with the equipment. The third item could be filled in briefly.

4 Results

The first study was conducted in three selected focus groups (Ukrainian students and foreigners) in the last week of September. Its purpose is to establish the current level of mastery of online applications by students of different focus groups and to identify the main difficulties that arise in working with such resources. Summarized results of this survey are given in Table 1, Table 2, Table 3.

Table 1 – The results of the survey №1 for the first group of recipients

Group I (native speakers)			
Applications	The number of correct answers to question №1	The number of correct answers to question №2	Difficulties when working with the application
Zoom	30	29	No difficulty
YouTube	30	28	No difficulty
Kahoot	27	24	Associated with different variations of test environments (with and without written answer options)
Wordwall.Net	15	13	No difficulty
Google-forms	29	27	No difficulty
Mova.Info	14	10	Related to text analysis

Source: Compiled by the authors based on the data provided by poll

The second group of students had the biggest problems with mastering the applications. Among them were those who did not answer any questions correctly about this or that online service (Table 2).

Table 2 – The results of the survey №1 for the second group of recipients

Group II (foreign students of the first year of study)			
Applications	The number of correct answers to question №1	The number of correct answers to question №2	Difficulties when working with the application
Zoom	23	22	Related to link connection
Youtube	25	24	No difficulty
Kahoot	18	15	Related to the formation of the testing environment
Wordwall.Net	20	19	No difficulty
Google-forms	25	23	No difficulty
Mova.Info	5	3	Related to login, text input, and so on

Source: Compiled by the authors based on the data provided by poll

The next group included students who had been studying the Ukrainian language for a year. Accordingly, they were familiar with some programs and had fewer problems with mastering the interface (Table 3).

Table 3 – The results of the survey №1 for the third group of recipients

Group III (foreign students of the second year of study)			
Applications	The number of correct answers to question №1	The number of correct answers to question №2	Difficulties when working with the application
Zoom	20	20	No difficulty
Youtube	19	18	No difficulty
Kahoot	15	15	Related to the formation of the testing environment
Wordwall.Net	13	12	No difficulty
Google-forms	18	17	No difficulty
Mova.Info	11	7	Related to login, text input, and soon

Source: Compiled by the authors based on the data provided by poll

The results of the first survey showed which applications students are well aware of. We were able to install the following:

- International platforms Zoom, YouTube and Google forms are well known to students. Students use them for their own needs (watching videos, communicating with relatives, conversations within the group). Both native speakers and those who study it as a foreign language have the least problems with them.
- Platforms for testing and creating gamified elements Kahoot, Wordwall.Net for students proved to be more complex. This is due to the fact that they were introduced only during the lockdown in 2020. Accordingly, students needed time to master them.
- The Mova.Info portal, which was not used by students before, caused the most difficulties.

After this survey, applications were used in the learning process without changing the strategy. That is, students were given tasks of the same type and to the same extent as before. The second slice of knowledge took place in the last week of December 2020. Its results are presented in Table 4, Table 5 and Table 6.

Table 4 – The results of the survey №2 for the first group of recipients

Group I (native speakers)			
Applications	The number of correct answers to question №1	The number of correct answers to question №2	Difficulties when working with the application
Zoom	30	30	No difficulty
YouTube	30	29	No difficulty
Kahoot	30	28	Associated with the formation of student's tests
Wordwall.Net	25	24	No difficulty
Google-forms	30	30	No difficulty
Mova.Info	23	20	Related to text analysis

Source: Compiled by the authors based on the data provided by poll

It should be noted that the participants of the first group still used the extended functionality of some applications, in particular, the Ukrainian-language portal Mova.Info. For the rest of the respondents, such options were not available due to the level of proficiency in the Ukrainian language. This applied to students of both the first and second years of study (regardless of previous academic results in this subject).

Table 5 – The results of the survey №2 for the second group of recipients

Group II (foreign students of the first year of study)			
Applications	The number of correct answers to question №1	The number of correct answers to question №2	Difficulties when working with the application
Zoom	28	27	Related to group transition
YouTube	29	28	No difficulty
Kahoot	30	25	No difficulty
Wordwall.Net	30	29	No difficulty
Google-forms	30	29	No difficulty
Mova.Info	15	13	Associated with logging in and processing simple tests

Source: Compiled by the authors based on the data provided by poll

Table 6 – The results of the survey №2 for the third group of recipients

Group III (foreign students of the second year of study)			
Applications	The number of correct answers to question №1	The number of correct answers to question №2	Difficulties when working with the application
Zoom	20	20	No difficulty
YouTube	20	20	No difficulty
Kahoot	20	17	No difficulty
Wordwall.Net	13	12	No difficulty
Google-forms	20	19	No difficulty
Mova.Info	13	9	Associated with logging in and processing simple tests

Source: Compiled by the authors based on the data provided by poll

The second survey showed that the vast majority of students who during the first survey could not correctly answer the questions about the software environment (application) were oriented in the applications and at the end of the first semester could use them freely. Educators who studied Ukrainian as a foreign language paid more attention to game applications (Table 5, Table 6). It turned out that for them it is more fruitful to study the language through clouds of meanings (which allows to expand the vocabulary, choose synonymous series, etc.) and gamified tasks (where you can place not only tokens but also images that illustrate them).

After this section, the strategy of working with foreign students was modified:

- Reduced requirements for working with Mova.Info.
- Increased use of applications for gamification of the educational process.
- Reduced the amount of work with YouTube, because this program, although well studied by students, but did not allow to reproduce the necessary material (to conduct ongoing monitoring, surveys in class, etc.).

Ukrainian students received additional teaching materials on working with portals. This allowed them to use similar resources in the preparation of independent work and so on.

The third survey took place in the last week of May. Its results are given in Table 7 Table 8 and Table 9.

Table 7 – The results of the survey №3 for the first group of recipients

Applications	Group I (native speakers)		
	The number of correct answers to question №1	The number of correct answers to question №2	Difficulties when working with the application
Zoom	30	30	No difficulty
YouTube	30	30	No difficulty
Kahoot	30	29	No difficulty
Wordwall.Net	30	29	No difficulty
Google-forms	30	30	No difficulty
Mova.Info	30	27	No difficulty

Source: Compiled by the authors based on the data provided by poll

It should be noted that at the end of the school year, Ukrainian speakers no longer needed any help in working with applications (Table 7). Moreover, they prepared their own projects using these programs. Yes, Google forms were used to conduct internal surveys in the group, to collect information about students. This application facilitated data processing. Kahoot students used to conduct quizzes. The program was chosen because of the ability to create a bright test that could be passed from any smartphone.

Table 8 – The results of the survey №3 for the second group of recipients

Applications	Group II (foreign students of the first year of study)		
	The number of correct answers to question №1	The number of correct answers to question №2	Difficulties when working with the application
Zoom	30	30	No difficulty
YouTube	30	30	No difficulty
Kahoot	30	30	No difficulty
Wordwall.Net	30	29	No difficulty
Google-forms	30	30	No difficulty
Mova.Info	25	23	Associated with logging in and processing simple tests

Source: Compiled by the authors based on the data provided by poll

In this group of respondents, the biggest problems were noted when working with applications that have a Ukrainian-language interface (Table 8). The rest of the applications on which the student can choose the interface language, at the end of the year of study does not cause problems.

The best results are observed in the next group. This is due to the higher level of proficiency in the Ukrainian language among students.

Table 9 – The results of the survey №3 for the third group of recipients

Applications	Group III (foreign students of the second year of study)		
	The number of correct answers to question №1	The number of correct answers to question №2	Difficulties when working with the application
Zoom	20	20	No difficulty
YouTube	20	20	No difficulty
Kahoot	20	20	No difficulty
Wordwall.Net	19	19	No difficulty
Google-forms	20	20	No difficulty
Mova.Info	15	15	Associated with logging in and processing simple tests

Source: Compiled by the authors based on the data provided by poll

Table 9 shows that in group III there are still some problems with the Mova.Info portal, although these students have no problems with other applications. The reason for this was the inconvenient interface of the program. However, it was not possible to replace it with a more successful one in this respect, as this portal has a wide vocabulary base and provides an opportunity to deeply study Ukrainian tokens and use dictionaries in English and other languages. It also has interesting game programs that students could not use completely due to the inconvenient interface.

Analysis of the results of three surveys showed:

- During the year, most students have fully mastered these resources. If at the beginning of the school year problems arose in all groups of recipients with different types of applications, then at the end of the selected period they are almost not fixed.
- The number of incorrect answers by individual categories at the beginning of the year was 60%, while at the end – no more than 25%.
- In the group of Ukrainian-speaking students, the number of incorrect answers decreased to 5%. At that time, in groups of students studying Ukrainian as a foreign language, this figure was 25%.

It was associated with a complex application interface. In cases where the application could be used with an English-language interface, the number of incorrect answers to it was also reduced to 5-10%.

There is a certain correlation between the ease of mastering the application and the personal interest of students (Figure 1). So, the game applications are mastered faster and more fully.

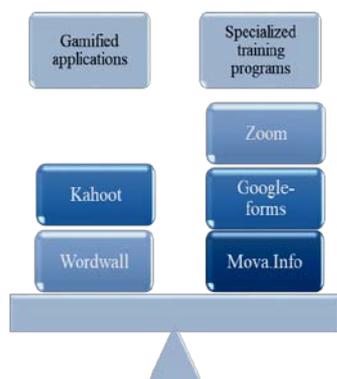


Figure 1 – Type of applications as used during the Ukrainian language course (Source: Compiled by authors)

It should be noted that Figure 1 does not include YouTube, as it is often used by students for entertainment. They use it to watch movies, entertaining videos, etc. in their free time (which we have repeatedly noticed during breaks between classes).

The analysis of the survey results allowed us to come to the following conclusions about further work with online applications in teaching the Ukrainian language:

- Part of the materials from electronic textbooks should be replaced by gamified tasks.
- Students studying Ukrainian as a foreign language should be offered applications with the ability to connect an English-language interface.
- When a new application is introduced into the learning process, a survey should be conducted to find out whether students have understood its interface. If necessary, they should be provided with additional guidelines for working with it.

Students' interest in applications such as Kahoot has shown that gamified applications should be used more widely in student education. So, for the next semester it is already planned to replace some of the standard videos with game tasks. Their use will be accompanied by a survey of students in order to develop comprehensive guidelines for the use of game resources in the study of the Ukrainian language.

5 Discussion

Our research has confirmed a number of hypotheses put forward by our colleagues. Thus, the fairly rapid development of applications by all students, regardless of their level of preparation, highlighted the position of Kessler (2018) that media tools in education are fruitful, although they are used very little, although they have great potential.

Our research has confirmed that the most convenient for students are those programs that students use in everyday life. Here you can agree with the statement of Arndt & Woore (2018) that you can rely on learning on video on YouTube and blogs. These resources are suitable for working with students of different levels of training. For the same reason, they were mastered by students rather than a linguistic program.

It has been found that programs like Kahoot are more suitable for use by the general public than more specialized applications. However, their use must be adapted to the needs of specific groups of students. The practice of further work with the Kahoot program by students native speakers of the Ukrainian language confirmed the hypothesis of Thekes (2021) and Scholz, Schulze (2017) that participants with the educational process like working with gamified applications. Involving them motivates people to learn a foreign language outside the classroom. The results of the work of the same group allowed us to confirm the hypothesis of Zarzycka-Piskorz (2017) that Kahoot and other similar programs encourage students to work together. At the same time, we should note that for such work, students must have a certain base. Thus, first-year students of Ukrainian as a foreign language did not join such teamwork because they did not have the necessary vocabulary.

It is worth noting that the use of online games in the learning process can reduce the level of anxiety in multilingual groups, which drew the attention of Thompson, Khawaja (2016). As a result, students work with applications like Kahoot more willingly and learn them faster (which can be seen in table 5 and table 6, as well as table 7 and table 8 where the dynamics of the level of mastering Kahoot is higher than in other applications). Khameis' (2021) statement that drawings and diagrams should be used in working with students is also confirmed. Working with them in the Wordwall.Net application was convenient for students of different levels of language acquisition.

We note that to teach the Ukrainian language to foreign students, it is advisable to use applications with the ability to add pictures,

maps, etc., as these elements are universal for different cultures. They allow to develop common standards for teaching the subject by speakers of different languages in multicultural groups, which, according to researchers, Ukraine lacks today (Palinska O., 2012). However, it should be borne in mind the study Thêkes (2016) that such applications should be used when working in the classroom, because it is impossible to control work with them outside the classroom. It should be noted that the use of online games in learning reduces anxiety, which drew the attention of Thompson, Khawaja (2016). As a result, students work with applications like Kahoot more willingly and learn them faster (which can be seen in table 5 and 6, as well as table 7 and 8 where the dynamics of the level of mastering Kahoot is higher than in other applications). Khameis' (2021) statement that drawings and diagrams should be used in working with students is also confirmed. Working with them in the Wordwall.Net application was convenient for students of different levels of language acquisition.

6 Conclusions

Teaching Ukrainian to native speakers, as well as students studying it as a foreign language, requires the use of various media. Thus, for the first category it is necessary to use clouds of meanings, specialized resources (Mova.Info) for the analysis of the lexical layer of texts, online dictionaries. As for those applications that allow you to gamify learning, they should be used minimally. They are suitable for consolidating the material, strengthening the student's sense of success during their studies, etc.

As for those students who study Ukrainian as a foreign language, it is advisable to use a different type of application. It is fruitful to involve programs that allow you to do exercises to match the token picture (Wordwall), charts, interactive games right and wrong. Other resources may seem too complex for them. It is not recommended for this group of students to use software with a purely Ukrainian interface. An exception can be made for third-year students and beyond, as they have the appropriate vocabulary. As for first- and second-year students, they can use such portals only if there are guidelines in English. The latter must fully reproduce the interface of such a portal with accurate translation into a foreign language.

As for shared resources, these include online testing services. However, for Ukrainian-speaking students it is necessary to form more complex test tasks with open questions, while for speakers of other languages we must use simpler tests. Closed tests are more fruitful for them.

The study of the peculiarities of the use of media in the study of the Ukrainian language cannot be limited to the list of programs we have named. After all, new applications appear every day and existing ones are upgraded. The prospect of further research is the analysis of the effectiveness of the introduction of gamification tools, new Zoom applications and similar programs in the educational process. Our research group also sees prospects in conducting further surveys at the beginning of the academic year, after the end of the first semester and after the completion of the entire course. Such a survey will be conducted among a larger number of students and will allow to analyze the effectiveness of the use of certain multimedia tools at different stages of learning language material.

Literature:

1. Arndt, H. L., & Woore, R. (2018). Vocabulary learning from watching YouTube videos and reading blog posts. *Language Learning & Technology*, 22(3), 124-142.
2. Awan, A. M. & Sipra, A. M. (2018). CLIL: content based instructional approach to second language pedagogy. *Arab World English Journal (AWEJ)*, 9 (1), 121-133. Available at: <https://doi.org/10.24093/awej/vol9no1.9>
3. Bokale P., (2020). How is language acquisition going? Theories about the process of learning foreign languages. *Orbis linguarum*,

- Vol 18, Is. 2. P.7-13. Available at: http://ezikov.svyat.com/im ages/stories/issue%2018.2_2020/1.Bocale_7_13.pdf
4. Csapó, B., & Molnár, Gy. (2019). Online diagnostic assessment in support of personalized teaching and learning: The eDia System. *Frontiers in Psychology*, 1.15-22. Available at: DOI: 10.3389/fpsyg.2019.01522
5. Deghenzadeh, H., Fardanesh, H., Hatami, J., Talae, E., & Omid Noroozi (2019). Using gamification to support learning English as a second language: a systematic review. *Computer Assisted Language Learning*, 32(1), 33-65. Available at: <https://doi.org/10.1080/09588221.2019.1648298>
6. Hadaichuk N.M., Nykyporets S.S. (2020) Innovative technologies for teaching a foreign language for students of non-linguistic universities. *Proceedings of the 8th International Scientific and Practical Conference «Science and practice: implementation to modern society» #3 (39)*, Manchester, Great Britain. Peal Press Ltd., 2020. 1851 p. pp. 485-492. Available at: <https://www.interconf.top/documents/2020.12.26-28.pdf>
7. Karami, A. (2019). Implementing audio-visual materials (videos), as an incidental vocabulary learning strategy, in second/foreign language learners' vocabulary development: A current review of the most recent research. *I-manager's Journal on English Language Teaching*, 9(2), 60-70. Available at: <https://doi.org/10.26634/jelt.9.2.15519>
8. Kessler, G. (2018). Technology and the future of language teaching. *Foreign Language Annals*, 51(1), 205-218. Available at: <https://doi.org/10.1111/flan.12318>
9. Khameis M, (2021). *Using Creative Strategies to Promote Students' Speaking Skills*. [Online]. Available at: https://www.academia.edu/6773480/07_Using_Creative_Strategies_to_Promote_Students_Speaking_Skills
10. Kuzminska, N., Stavyt'ska, I., Lukianenko, V., & Lygina, O., (2019). Application of clil methodology in teaching economic disciplines at university. *Advanced Education*, 6(11), 112-117. Available at: DOI: 10.20535/2410-8286.167150
11. Leshchenko, M., Lavrysh, Yu. & Halatsyn, K. (2018). The role of content and language integrated learning at Ukrainian and Polish educational systems: challenges and implication. *Advanced Education*, 9, 17-25. Available at: <https://doi.org/10.20535/2410-8286.133409>
12. Marchenko N., Yuzkiv H., Ivanenko I., Khomova O., & Yanchyt'ska K. (2021) Electronic Resources for Teaching Ukrainian as a Second Language. *International Journal of Higher Education*. Vol. 10, No. 3; P. 234-245.
13. Nykyporets, S. (2021). Application of smart-technologies in the modern educational process in the era of sars-cov-2 pandemic. *Scientia*. Available at: <https://ojs.ukrlogos.in.ua/index.php/scientia/article/view/8251>
14. Pal'chukova? O.O. (2016) Implementation of a cross-cultural approach to teaching Ukrainian to foreign students: *thesis ... for Candidat of Pedagogical Sciences* : 13.00.02 K. : Kyiv's'kyj un-t im. B. Hrinchenka., 20 p. Available at: <http://elibrary.krpd.edu.ua/handle/0564/401>
15. Palinska? O. (2012) Principles of optimization studies Ukrainian as a foreign language. *B'lharska ukraïnystyka*. Broj 1. P. 104-115.
16. Perez, M., Peters, E., & Desmet, P. (2018). Vocabulary learning through viewing video: The effect of two enhancement techniques. *Computer Assisted Language Learning*, 31(1-2), 1-26. Available at: <https://doi.org/10.1080/09588221.2017.1375960>
17. Peters, E., & Webb, S. (2018). Incidental vocabulary acquisition through viewing L2 television and factors that affect learning. *Studies in Second Language Acquisition*, 40(3), 551-577. Available at: <https://doi.org/10.1017/S0272263117000407>
18. Rodgers, M. P. H. (2018). The images in television programs and the potential for learning unknown words: The relationship between on-screen imagery and vocabulary. *ITL-International Journal of Applied Linguistics*, 169, 192-213.
19. Scholz, K.W., Schulze, M. (2017). Digital-gaming trajectories and second language development. *Language Learning & Technology*, 21(1), 100-120. Available at: https://scholarspace.manoa.hawaii.edu/bitstream/10125/44597/1/21_01_scholzschulze.pdf
20. Siddharth? S., Sunakshi, M., & Avdesh, B. (2014). Comparative Analysis of E-learning and Distance Learning Techniques. *International Journal of Information &*

- Computation Technology*, 4(8), Pp.823-828. Available at: https://www.researchgate.net/publication/304996504_Comparative_Analysis_of_E-earning_and_Distance_Learning_Techniques
21. Shadieva, R. & Huang, Y. M. (2016). Facilitating cross-cultural understanding with learning activities supported by speech-to-text recognition and computer-aided translation. *Computers & Education*, 98, 130-141. Available at: <https://doi.org/10.1016/j.compedu.2016.03.013>
22. Shelest, H.Yu. (2018). Learning ukrainian as a foreign language: problems, new methodologies, perspectives. *Transcarpathian Philological Studies*. Vyp. 3. T1. P. 51-55.
23. Stavytska, I.V. (2017). The formation of foreign language competence of engineering students by means of multimedia. *Advanced Education*, 7, 123-128. Available at: <https://doi.org/10.20535/2410-8286.95301>
24. Teng, M.F. (2020). Vocabulary learning through videos: captions, advance-organizer strategy, and their combination. *Computer Assisted Language Learning*, 33(1), 44-71. Available at: <https://doi.org/10.1080/09588221.2020.1720253>
25. Thekes, I. (2016). An empirical study into Hungarian young learners' English as a foreign language learning strategies. *International Journal of Research Studies in Language Learning*, 8(1), 1-22. Available at: http://consortiacademia.org/wp-content/uploads/IJRSLL/IJRSLL_v6i1/1359-4888-1-PB.pdf
26. Thekes, I. (2021). The impact of Xeropan: An online application assisting language learning on the processes of foreign language learning. *International Journal of Technology in Education (IJTE)*, 4(4), 624-643. Available at: <https://doi.org/10.18421/TEM102-19>
27. Thompson A.S. and Khawaja A.J., (2016) Foreign language anxiety in Turkey: the role of multilingualism. *Journal of Multilingual and Multicultural Development*, vol. 37, no. 2, pp. 115-130. Available at: <http://dx.doi.org/10.1080/01434632.2015.1031136>
28. Tsurkan M. (2019). Methods of teaching Ukrainian as a foreign language in a synchronous section of the XXI century: development trends. *New pedagogical thought*. № 1 (97) P. 97-101.
29. Wang, B.T. (2019). Effects of L1/L2 Captioned TV Programs on Students' Vocabulary Learning and Comprehension. *CALICO*, 36(3), 204-224. Available at: <http://dx.doi.org/10.1558/cj.36268>
30. Wilang, J.D., Vo-Duy, T., (2021). Relationships of language learning variables in the acquisition of third languages in a multilingual context. *International Journal of Evaluation and Research in Education (IJERE)*. Vol. 10, No. 4, pp. 1117-1124. Available at: Available at: <http://doi.org/10.11591/ijere.v10i4.21594>
31. Yazdi, M. & Kafipour, R. (2014) A qualitative study of vocabulary learning strategies applied by Iranian undergraduate learners in real learning setting. *English Language Teaching*, vol. 7, no. 7, pp. 1-7. Available at: <http://dx.doi.org/10.5539/elt.v7n7p1>
32. Yuzkiv, H., Ivanenko, I., Marchenko, N., Kosharna, N., & Medvid, N., (2020). Innovative Methods in Language Disciplines During Profile Training Implementation. *International Journal of Higher Education*. Vol. 9, No. 7. P. 230-242. Available at: <https://doi.org/10.5430/ijhe.v9n7p230>
33. Zarzycka-Piskorz, D. (2017). Kahoot it or not? Can games be motivating in learning grammar? *Computer Science*, 22(4), 24-42.

Appendix

Student questionnaire

Group	
Language proficiency:	
Block 1. Zoom	
1.1 What functions are in the Zoom	
a) Co-editing text;	c) Video sharing;
b) Sound recording and automatic pronunciation check;	d) Building diagrams and tables.
2.2 What does the icon mean?	
	
a) Leave meeting	c) Stop video

b) Share Screen	d) Mute voice
2.3 What difficulties did you have when working with Zoom	
Block 2. YouTube	
2.1 What functions of the program can be used to learn a foreign language	
a) native language subtitles;	c) selection of fragments of training video;
b) transcription of words;	d) editing subtitles in someone else's video.
2.2 What button must be pressed to save the video?	
a) 	c) 
b) 	d) 
2.3 What difficulties did you have when working with YouTube	
Block 3. Kahoot	
3.1 How the program responds to the correct or incorrect view?	
a) test closes;	c) shows the score for the question;
b) the answer is highlighted;	d) in no way.
3.2 How the quality of the test is assessed in the group?	
a) by the overall rating and points for each participant;	c) only by score;
b) only by rating;	d) by having access to individual tasks.
3.3 What difficulties did you have when working with Kahoot?	
Block 4. Wordwall.Net	
4.1 What type of tasks CANNOT be used in Wordwall.Net?	
a) filling the table;	c) work with cards;
b) wheel;	d) points on the map.
4.2 How the wrong answer is indicated in the system?	
a) X;	c) 0;
b) -;	d) No.
4.3 What difficulties did you have when working with Wordwall.Net	
Block 5. Google-forms	
5.1 What is the Google-forms used for?	
a) repetition of material;	c) conducting surveys and tests;
b) access to video;	d) online-games.
5.2 How are required fields indicated?	
a) !	c) *
b) #	d) @
5.3 What difficulties did you have when working with Google-forms	
Block 6. Mova.Info	
6.1 What is the Mova.Info used for?	
a) watching a video;	c) testing;
b) working with audio recordings in Ukrainian;	d) search lexemes, morphemes, text analysis.
6.2 Which section of the portal should be selected to work with the lexeme:	
a) dictionaries;	c) projects;
b) corps;	d) miscellaneous.
6.3 What difficulties did you have when working with Mova.Info	

Primary Paper Section: A

Secondary Paper Section: AM