FORMATION OF SUBJECT COMPETENCE OF FUTURE PEDAGOGUES IN THE PROCESS OF STUDYING THE SYNTAX OF THE UKRAINIAN LANGUAGE

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Abstract: The issue of subject competence in the process of studying the syntax of Ukrainian languages is considered from the standpoint of the competence approach. It is shown that one of the linguistic levels that occupy an important place in the formation of communicative competence is the syntactic level. The study made it possible to conclude that the greatest potential for the formation of syntactic competence is characteristic to the study of simple complicated and complex sentences. The article considers many examples of the practical application of this approach in the process of educational activity.

Keywords: interactive teaching methods; language competence; linguistic phenomena syntax.

1 Introduction

The leading one in modern language didactics and the educational process is the competency-based approach, the successful implementation of which assumes that the educational activities of those seeking education, focused on improving their competencies, will contribute to intellectual, spiritual and cultural development, the formation of the ability to quickly and constructively respond to important social demands and needs of today. The formation of an intellectually developed, linguistically literate individual who will become successful, competitive and valuable in the labor market, having acquired not only the necessary general and professional competencies, but also the ability to apply them in life to solve practical tasks, remains relevant in the training of a highly qualified specialist.

"The main concept of the competence approach is to shift the emphasis from the totality of knowledge to the ability to perform certain functions using knowledge" [1, p. 183–184]. This, as N. Butenko claims, changes the ultimate goal of graduates education, reformatting "from content to results, from knowledge to personality development" [1, p. 184].

Today, it is important for an education seeker to learn to independently acquire knowledge and master practical skills, to constantly improve subject competences. In this context, one of the main tasks of training a future philologist, lexicographer is the formation of a linguistic personality, who has the skills of independent research work, is able to freely and in communicatively justified manner to express his thoughts in any situation, observing the norms of literature and language prospects of cultivating these qualities already in their wards - students. M. Pentylyuk singles out the following among the professional skills and abilities that students of philological faculties of universities must acquire: "to study linguistic and literary facts and phenomena in their systemic connection; logically, consistently, in accordance with the norms of literary speech, form creative, analytical thinking, philological taste; actively apply learning methods and techniques in practical activities; to conduct scientific research in the field of linguistics, literary studies, psychological and pedagogical disciplines, using various methods of scientific research, to develop the need and ability to independently supplement one's knowledge in the field,

to be mobile to various innovations, that is, to be professionally competent" [10, p. 294–295].

One of the linguistic levels, which "occupies an important place in the formation of communicative competence in its most important components - language and speech competences" [9, p. 88], is a syntactic level. The teacher-linguist, taking care of the formation of the subject competence necessary for successful self-realization, the implmentation of intellectual, creative, research initiatives of the future teacher-philologist, should orient the student to thorough knowledge of the regularities of combining words and building sentences, as well as knowledge of the expressive possibilities of syntactic structures and the ability to use them in different speech situations.

The theoretical basis for the implementation of the competence approach in language education is laid in the works of such linguists as O. Horoshkina, S. Karaman, L. Matsko, M. Pentylyuk, O. Semenog, and others. Scientific searches of Ukrainian scientists and practitioners N. Bibik, L. Vashchenko, O. Lokshina, O. Ovcharuk, L. Parashchenko, O. Pometun, S. Trubacheva in the field of theoretical and applied aspects of the implementation of the competence approach are collected in the work "Competency approach in modern education: World experience and Ukrainian perspectives", edited by O. Ovcharuk [8].

The main components of language competence became the objects of study by A. Bogush, M. Vashulenko, S. Karaman, L. Matsko, and M. Pentylyuk.

The method of implementation of the competence approach and the formation of the language competence of the individual is highlighted in works devoted to the problematic (O. Bilyaev, I. Vykhovanets, S. Yermolenko, K. Plysko), integrated (O. Bilyaev, L. Varzatska, L. Dvoretska, O. Savchenko), cognitive-communicative (O. Horoshkina, M. Pentylyuk), interactive (A. Granytska, L. Pyrozhenko, O. Pometun) learning, learning to develop coherent speech (L. Varzatska, G. Ivanytska, V. Kapinos, S. Omelchuk, N. Pashkivska), text-based language learning (O. Horoshkina, L. Matsko, M. Pentylyuk).

Directions for normalizing the Ukrainian speech of lyceum students on the basis of the competence approach and the formation of a competent speaker in Ukrainian language classes are outlined in the methodical manual of O. Horoshkina, N. Bondarenko, and L. Popova [4].

L. Sidun [12], V. Lugovy [7] raise the question of the relevance of the introduction of the competence approach as one of the factors of ensuring high-quality higher education.

The spectrum of problems related to the theory and practice of the competency approach in higher education, based on the analysis of normative documents of the Ministry of Education and Science of Ukraine, a number of scientific and scientific-methodological publications in Ukrainian domestic and foreign publications, and own scientific and pedagogical experience, are revealed by O. Druganova, O. Zhukova, L. Ivanenko, A. Komyshan, T. Lutaeva, O. Nalyvaiko, T. Nekrashevych, Ya. Shvedova, N. Shchokina, E. Abramova [18].

In the aspect of competence education, designed to form a skilled communicator, the attention of scientists is drawn to the syntactic level of language, which is at the top of the hierarchy of linguistic levels and reveals the potential functional capabilities of units of lower levels, and also fully realizes the communicative function of language [6; 14]. M. Pentylyuk and T. Hnatkovych clarify the role of syntactic theory in the formation of language competence of students and its influence on their communicative abilities and skills through the prism of psychological processes that occur during the acquisition of school syntax [9, p. 88]. T. Tyutyuma studies psychological factors of formation of syntactic competence of future teachers

of language [15]. The researcher notes that the university syntax teaching method is generally less developed than the school one [15, p. 232]. Factors that determine the relevance of the researched topic are the educational trends in the development of linguistics and linguistic didactics, which relate to the study of syntactic units in the process of forming linguistic and communicative skills, as well as the need to take into account the competence approach to the study of the syntax of the Ukrainian language with the active involvement of innovative forms, methods, and teaching tools.

The purpose of the article is to investigate the means of forming the subject competence of future language teachers during the study of the syntax of the Ukrainian language.

Achieving the formulated goal involves the implementation of the following tasks: to analyze the scientific literature on the researched problem and to find out the peculiarities of the competence approach in the professional training of future philologists; to identify the conditions for the effective formation of the subject competence of education seekers in the process of studying the syntax of the Ukrainian language; to select a set of linguistic and communicative exercises and tasks designed for the formation and improvement of the subject competence of future lexicographers.

2 Method

The implementation of the set tasks was made possible by the use of the following research methods: analysis of scientific and methodological literature, systematization of the obtained information, creation of a theoretical model of the implementation of the competence approach to the study of syntax, development of a system of exercises and tasks for future language teachers, pedagogical observation and generalization of the experience of using the chosen methodology.

3 Results and Discussion

The text-centric orientation of modern language education actualizes the formation of syntactic competence, which, according to V. Sydorenko, "is one of the main subject competencies in the system of language knowledge, abilities and skills necessary for students in various situations of communicative discourse, which involves the ability to use oral and written literary language, to use the necessary arsenal of syntactic linguistic units of different structural levels (phrases, sentences, text, complex syntactic whole), syntactic constructions of certain types and connectives (conjunctive, non-conjunctive, compound, complex subordinate clauses, complex sentences with different types of conjunctions, etc.) taking into account functional and stylistic varieties of speech according to the topic, purpose, communication situation, leading genres of communication" [11, p. 8].

The greatest potential for the formation of syntactic competence is the study of simple complicated and complex sentences. Elaborating simple complicated sentences, students form knowledge about complicating components, the ability to recognize and analyze them, determine their syntactic role, means of their expression, acquire practical skills to properly shape them in intonation and punctuation, construct and use them appropriately in various styles of oral and written speech. Working on a complex sentence involves assimilation of information about a complex sentence, development of skills and abilities to recognize and distinguish different types of them in the text, construct them in accordance with the communicative task and use them in speech, replace them with synonyms and transform them according to the tasks, punctuate, perform syntactic analysis.

To implement the competence approach in the process of studying syntax, it is important to take into account two plans of each syntactic phenomenon: its formal-grammatical and structural-semantic indicators (language competence) and communicative parameters (speech competence). This will enable the learner to study the syntactic structure of the language

as a dynamic, procedural system, to investigate the use of syntactic units in various speech acts, which will contribute to the formation of the ability to correctly and appropriately use the syntactic means of the language in future philologists, to use various types of syntactic constructions in their own speech, taking into account the expressive possibilities of appropriate units and observing language norms.

The effective formation of subject competence on the material of syntax in future language teachers will be facilitated by the use of theoretically grounded and proven in practice traditional and innovative methods and techniques of language learning in their systematicity and optimal combinations.

In the process of analyzing phrases, sentences, and texts and preparing to create one's own oral or written statements, the method of evidentiary narration is of great importance, during which a reasoned explanation of linguistic syntactic phenomena takes place, accompanied by the analysis of examples, the demonstration of tables and diagrams. With the help of questions, the teacher can not only check the students' assimilation of certain theoretical information, but also stimulate them to independently analyze linguistic phenomena and formulate generalizations and conclusions. It is important that students make the right conclusions about certain problematic issues raised in the process of storytelling.

The method of observing linguistic phenomena is a method by which the future philologist acquires knowledge based on independent analysis of linguistic phenomena, activating his mental powers. Constant observation of syntactic units, concepts and phenomena and carrying out their analysis helps to perceive and understand the information contained in them, to distinguish its main and clarifying parts, to determine the unity of the content and form of expression, to learn the essence of linguistic facts, phenomena, processes, to realize the connection between them and the theoretical conclusions that follow from them, to find out the meaning of the syntactic level of the language system in speech, to trace its connections with other levels and the leading role of its units in the organization of speech. A linguistic experiment is a variant of the method of observation of language phenomena, which justifies itself primarily in the work on syntax and stylistics, activating the cognitive activity of students, their independence in solving the assigned tasks, and contributing to the conscious assimilation of theoretical material with the inevitable projection of it into practical activity.

Modern Ukrainian language didactics has enriched the methodological arsenal of the lexicographer with interactive teaching methods. Interactive teaching methods can be defined as those built on the close interaction of all participants in the educational process according to the "subject"-"subject" scheme. Necessary conditions in the process of interactive learning are a clear plan of action, specific tasks and cooperation.

The interactive teaching methods applied during the study of syntax make it possible to interest the participants of the educational process, activate their cognitive abilities, and achieve a high expected result of assimilation of the program material. Methodically correct use of interactive methods allows the teacher to create learning conditions under which each student feels his intellectual and creative ability, that makes his educational activity productive.

The following methods and techniques of interactive learning are valuable: searching for the necessary information, educational dialogue as a synthesis of thoughts, mutual teaching, reflection in the form of a reflective conversation, discussion, free microphone, work in small groups, brainstorming, unfinished sentences.

A significant presence in the methodology of studying syntax as a branch of language science and in current school textbooks and manuals for higher education is characteristic for the method of exercises focused on repetitive performance of actions with the aim of acquiring knowledge and developing language and speech abilities and skills. Namely the repeated appeal of

education seekers to the form of practicing the possibilities of using syntactic units and the necessarily dynamic nature is the most important advantage of these forms over other educational methods.

Taking into account the specifics of the syntactic units of the language, the need for competence reorientation of language education to the active educational activity of the students, the following types of language-communicative and language-cognitive syntactic exercises can be distinguished:

▪ Analytical - they involve the following: performance of generalization-transformation tasks with syntactic units (structural-semantic analysis of simple, simple complex and complex sentences; observation of the intonation pattern of simple and complex sentences; compositional and content analysis of the text; characterization of language features and syntactic-stylistic analysis of the text canvas; emotional and expressive text analysis; complex syntactic analysis of texts of various types, genres, styles; functional text analysis);

▪ Reproductive – they involve: the analysis, correction and transformation of educational texts of various styles (restoration of the logical-structural sequence of sentences in the text, replacement of unjustified word usage; elimination of stylistic inaccuracies in the text; development of speech competence; elimination of logical-semantic contradictions);

▪ Creative and constructive - performing tasks to supplement or build one's own statements; exercises can be constructive (comparison, restoration, construction, reconstruction, modeling) and educational and productive (problem-search, search-cognitive, research-search, research-conclusion, grammatical transformation), as well as actually creative (building one's own statements).

Therefore, in the process of forming the subject competence of future philologists on the material of studying syntax, the optimal ratio of exercises of an analytical, reproductive, and creative-constructive nature will require from the students both the ability to reproduce ready-made information and creatively apply knowledge, use it in new communicative situations, and master methods of activity , necessary for performing exercises on the transformation of sentences and texts according to the task, editing, writing texts of different styles, composing monologues, dialogues, etc.

During the study of the discipline "Teacher's Spelling Competence", one of the content modules of which is "Syntax and Punctuation of the Ukrainian Language", L. Derkach and R. Zinchuk practice structuring the types of activities provided for practical classes, according to the levels of educational goals of B. Bloom's taxonomy (knowledge, understanding, application, analysis, synthesis, evaluation), which enables the participants of the educational process to independently choose the pace, means, sequence of tasks and their level of complexity, and also ensures that the individual abilities of the participants of the educational process are taken into account [3].

Z. Stolyar quite rightly emphasizes the importance of the work of future lexicographers "on the development of the skills and abilities of text creation, text addition, text restoration, and text research: creating texts of various genres and styles using syntactic units, supplementing the text with syntactic constructions, replacing some units with others using syntactic synonymy etc." [14]. The researcher defines "scientific research work of students as one of the didactic conditions for the growth of their professional linguistic and communicative competence, since its result is an unpredictable and creative solution to educational problems that arise in the process of acquiring knowledge" [14].

Studying the structural and semantic features of sentences is practically impossible without taking into account the intonation and punctuation aspect. The future language teacher must "learn to "see" the syntactic structure of a complex sentence, "hear" the intonation of what is written, understand the meaning of each

component of the sentence, as well as the sentence and the text as a whole" [5, p. 8], understand punctuations in terms of their relationship with the syntactic structure of the sentence and the intonation features of the utterance, forming language sense and spelling intuition.

In the modern educational process, a highly qualified teacher of the Ukrainian language must not only have deep theoretical knowledge of the subject, the necessary practical skills and abilities, but also possess the appropriate level of teaching methods. For this, the student needs to familiarize himself in detail with the educational programs – "a single set of educational components planned and organized by the institution of general secondary education for students to achieve learning outcomes" [3], as well as with school textbooks.

Authors of current educational programs on the Ukrainian language associate the effectiveness of education with the implementation of the competence approach, which involves shifting the emphasis from the accumulation of normatively defined knowledge, abilities and skills to the production and development of the ability to act, apply experience in specific conditions. Thus, the model educational program "Ukrainian language. 5th-6th years of study" for institutions of general secondary education (authors: Zabolotny O., Zabolotny V., Lavrynchuk V., Plivachuk K., Popova T.) is based on the principles of the values of the Ukrainian people, personally oriented, competent, axiological, active, integrative approaches; it provides for the implementation of requirements for mandatory learning outcomes in the linguistic and literary field of education; takes into account the continuity between training cycles, focuses on the competence potential of the linguistic and literary educational field [17]. Addressing fifth-graders in the preface to the Ukrainian language textbook, O. Zabolotny and V. Zabolotny urge students to travel along linguistic paths, while not forgetting their own research potential. The instructions of the authors of the textbook to students are important for improving the pedagogical skill of the future language teacher: "It is advisable to start the study of each paragraph with an introductory exercise, in which you need to investigate a certain linguistic phenomenon and independently draw a conclusion. Then you should carefully read the rule, try to understand it, retell it. After that, you can move on to training exercises, which will not only contribute to mastering the topic, but also tell a lot about human relationships, folk traditions, and the surrounding world" [16, p. 3].

Bachelor of secondary education with specialization "Secondary education. Ukrainian language and literature. World literature" must know the peculiarities of studying each topic in the school course of the Ukrainian language. At the same time, the simulation of professional situations will be effective for the professional growth of the future teacher, which will allow not only to actualize the acquired theoretical knowledge, but also to improve the ability to project this knowledge to a specific speech situation, take into account the communicative purpose and style of communication, age characteristics of students, etc. It is important to give the student the opportunity to try himself as a teacher even before teaching practice at school, for example, when studying a complex sentence, simulate different situations by trying to answer the question "How would you present the initial material about a sentence that has several grammatical bases to 5th-year students?" or "Imagine that your classmates are 9th graders. Give them learning material about types of complex sentences in the lesson of learning new material, etc."

We offer a set of linguistic and communicative exercises and tasks, designed to form and improve the subject competence of future language teachers during the study of the syntax of the Ukrainian language, in particular, the content module "Complex syntactic constructions". Different types of training exercises were developed on the basis of language material extracted from poetic and prose works of Volyn authors, journalistic materials of local media.

The following linguistic and communicative exercises and tasks will help to deepen practical skills and abilities on the topic "Complex Sentences":

1. Define the semantic types of relative conjunctions. What semantic and syntactic relations do they express and what units do they combine? Explain the punctuation. 1.*Уже розвіяв вітер попелище, та я чекання й досі не втаму (The wind has already blown away the ashes, but I still can't get tired of waiting)* (V. Shtynko). 2. *Та ще й мені чомусь болять слова, і цей нестерпний біль за серце тисне (But for some reason the words hurt me too, and this unbearable pain presses on my heart)* (V. Shtynko). 3. *Помалу круговорот речей зменшив свою шкідливу для очей швидкість, але відчуття хисткості устрою і відсутності меж не зникло (Little by little, the rotation of things reduced its eye-harming speed, but the feeling of the shakiness of the order and the lack of boundaries did not disappear)* (M. Moklytsia). 4. *Чи то на землю зараз грім впаде, чи, може, сам він стане ураганом? (Will the thunder fall on the ground now, or will it become a hurricane itself?)* (N. Humeniuk). 5. *Ще тільки мить – і небо загримить (Just a moment and the sky will thunder)* (N. Humeniuk). 6. *І тієї самої миті двері несподівано розчахнулися й на порозі стала господиня (And at the same moment the door suddenly opened and the hostess stood on the threshold)* (N. Humeniuk). 7. *Стіну китайську із космосу побачив, сприйнявши знаком діянь людських, одначе по людству ворон кряче (I saw the Great Wall of China from space, taking it as a sign of human actions, but crows crow about humanity)* (V. Verbych). 8. *І трави неторкані дивляться прямо у вічі, і дихають тепло озимі у синіх снігах (And the untouched grasses look straight in the eyes, and breathe the warmth of winter in the blue snows)* (V. Hey). 9. *Мені і дереву співали птиці, і небо посилало звіддаля то хвилі голубі, то блискавиці (The birds sang to me and the tree, and the sky sent from there sometimes blue waves, sometimes lightning)* (N. Horyk). 10. *На його плечі навалилася величезна брила, й Панас захитався. Ось-ось він упаде, або на його бідолашну голову обвалиться стеля (A huge block fell on his shoulders and Panas staggered. He is about to fall or the ceiling will collapse on his poor head)* (V. Lys).

2. From an arbitrarily chosen work of your favorite author, write complex sentences with different means of connecting predicative parts. Trace the frequency of use of single, repeated, and paired conjunctions (see Figure 1).
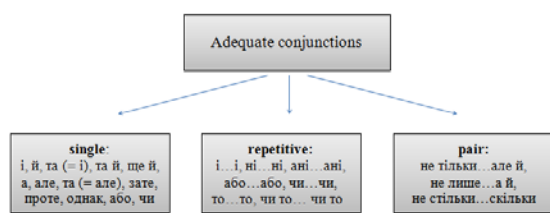

Figure 1. Conjunctions

3. Use the proposed nominal sentences as a basis for a coherent text, in which all sentences will be compound. *Приємні враження. Весняний вечір (ранок або день). Затишна атмосфера. Мій настрій. Спогади на все життя (Pleasant impressions. Spring evening (morning or afternoon). Cozy atmosphere. My mood. Memories for a lifetime).*

4. Read the text. Indicate which of the sentences are compound. Pay attention to the means of connecting the predicative parts of such constructions. Explain the use of punctuation marks. Imagine yourself in a forest clearing among lilies of the valley. Describe your mood, convey emotions using complex sentences. *Щодня приносить пучечок якихось весняних квітів – пролісків, крокусів,* анемон. *Каже, що понад усі квіти на землі найбільше любить весняні. Вони такі непоказні, не крикливі, але саме в них криється дивовижна сила та воля до життя. Учора приніс букетик конвалій. Сьогодні квіти повністю розкрилися й аромат їхніх крихітних дзвіночків оповив увесь дім. Варто заплющити очі – й ніби опиняєшся на лісовій галявині із заростями цієї білої пахучості (Every day he brings a bunch of some spring flowers - snowdrops, crocuses, anemones. He says that he loves spring flowers more than all the flowers on earth. They are so inconspicuous, not loud, but namely in them an amazing strength and will to live is hidden. Yesterday he brought a bouquet of lilies of the valley. Today the flowers have fully opened and the fragrance of their tiny bells has enveloped the whole house. It is worth closing your eyes - and it is as if you find yourself in a forest clearing with thickets of this white fragrance)* (N. Humeniuk).

Deepening of language and communication skills on the topic "Complex sentence" will be contributed by the following tasks:

1. Among the proposed complex sentences, find complex subordinate constructions, name their differential features. Specify the means of connecting the predicative parts of complex subordinate sentences. Specify complex subordinate sentences, the parts of which are connected by a) conjunction; b) connecting word. 1. *Зелений коник грає на сурмі, а небо в сині дзвоники стікає (A green grasshopper plays the trumpet, and the sky flows in blue bells)* (N. Humeniuk). 2. *А хіба пташка завжди тільки в небі літає? Часом вона й на землю опускається, щоб крила перепочили (Does a bird always fly only in the sky? Sometimes she also descends to the ground to rest her wings)* (N. Humeniuk). 3. *А ластівоньці час вирушати аж за море синє, бо вже ходять посланці осінні й рукавиці носять про запас (And for swallows, it's time to go all the way to the blue sea, because autumn's messengers are already on their way, and they carry mittens in reserve)* (N. Humeniuk). 4. *За вікном протяжно завивав осінній вітер, десь на узліссі озивалася сова (Outside the window, the autumn wind howled for a long time; somewhere on the edge of the forest, an owl called)* (N. Humeniuk). 5. *Цей дощ... Свинцевими нитками вперто зшиває докупи твоє і моє безсоння у величезну сіру плахту самотності, якою кожен із нас намагається відгородитися від себе (This rain... With lead threads, it stubbornly sews together your and my insomnia into a huge gray sheet of loneliness, with which each of us tries to isolate from ourselves)* (V. Shtynko). 6. *По селах наших у чужій неволі, щоб не ридав між бань святих подзвін, колись ми зводили у Дикім полі не просто вежі, а сторожові (In our villages in the alien captivity, so that the bell does not sob between the baths of the saints, once we erected not just towers in the Wild Field, but watch towers)* (Y. Strutsyuk). 7. *Опівночі вітер стулив повіки на хвильку, а білий чаклун мороз скував обручами озеро (At midnight, the wind closed its eyelids for a moment, and the white sorcerer frost chained the lake with hoops)* (V. Hey). 8. *Потім цар найславетніший думав: наймогутніші мудрість і сила – в красі (Then the most glorious king thought: the most powerful wisdom and power are in beauty)* (V. Verbych). 9. *Магнітофонні стрічки в кронах лип вишіптують весні таїни вітру, що хмари в піднебессі розстелив, сховавши сонця золоту клепсидру (Tapes in the crowns of lindens whisper the spring secrets of the wind that spread the clouds in the sky, hiding the golden clepsydra from the sun)* (V. Verbych). 10. *Відколи Іван повернувся з війни, Мокрина старалася не ходити мимо їхньої оселі (Ever since Ivan returned from the war, Mokryna tried not to go past their home)* (V. Lys). 11. *Не тямлячись од хвилювання, од передчуття чогось невимовно щасливого, дивного, що мало статися цього неповторного весняного ранку, він підвівся з ліжка (Being extremely excited, by a premonition of something*

indescribably happy, strange that was about to happen on this unique spring morning, he got out of bed) (V. Lys). 12. *Над їхніми головами шумів ліс, десь у вітті ледь чутно щебетали пташки* (Above their heads, the forest rustled, somewhere in the forest, birds chirped faintly) (V. Lys).

2. Match the complex subordinate sentence with its scheme. Specify which schemes are redundant. Justify your choice.

Table 1: Material for the task of establishing the correspondence between a complex sentence and its graphic diagram.

1. *Музика назавжди лишилася таємничим мистецтвом, яке чарує і трохи лякає своєю незбагненністю* (Music has forever remained a mysterious art that fascinates and a little scares with its incomprehensibility) (M. Moklytsia).	[Хто…], (той…). [, (що…),]. (Хто…), [той…]. [ ], (що…). [, щоб ( ),] [ ], (яке…). [ ], що ( ). [ ], щоб ( ). [ ], бо ( ).
2. *Хто ж рідного одрікся слова, той готує нам новий Чорнобиль* (Whoever renounced his native word is preparing a new Chernobyl for us) (Y. Strutsyuk).	[Who…], (that…). [, (what…),]. (Who…), [that…]. [ ], (what…). [, in order to ( ),] [ ], (which…). [ ], what ( ). [ ], in order to ( ). [ ], because ( ).
3. *На піщаній лісовій дорозі, що в'юнилася між височенними столітніми соснами, пришпорили коней* (Horses were spurred on a sandy forest road winding between tall hundred-year-old pines) (N. Humeniuk).	
4. *Душа ніби затерпла, надійно відгородилася від світу звуконепроникною стіною, щоб ніхто не бачив та не чув, і тихо скімлила* (The soul seemed to be numb, it reliably shut itself off from the world with a sound-proof wall, so that no one could see or hear, and quietly whimpered) (N. Humeniuk).	
5. *Підпливаєш до берега, а вийти не можеш, бо хвилі човна назад забрати хочуть* (You swim to the shore, but you cannot get out, because the waves want to take the boat back) (N. Humeniuk).	
6. *Раптом він почув притишені голоси, тихий дівочий сміх, що розсипався легенькими дзвіночками-горошинками* (Suddenly he heard hushed voices, a soft girlish laugh scattered with light bells-peas) (V. Lys).	

3. Read the text. Complete each sentence with a predicative part, forming complex subordinate constructions. Suggest a title. Provide graphic diagrams of the formed complex structures. *Добігав кінця перший календарний місяць зими. Піщаний путівець між хутором і селом, уже більше схожий на стежку, ніж на польову дорогу, продовжував усмоктувати в себе холодні грудневі дощі. Подекуди на суглинкових ґрунтах утворилися зеленувато-жовті калабані. Вітер, притомившись, із розгону падав на них, зморщував застоялу поверхню у дрібні брижі й закидав її рудим листям, підхопленим у лісі* (The first calendar month of winter was coming to an end. The sandy path between the farm and the village, already more like a path than a country road, continued to soak up the cold December rains. In some places, greenish-yellow puddles have formed on loamy soils. The wind, tired, fell on them with a rush, wrinkled the stagnant

surface into small ripples and threw it with red leaves picked up in the forest) (N. Humeniuk).

4. Describe your favorite season in six complex sentences with a conjunction between the parts. Take the poetic lines of M. Moklytsia as the basis of your own text. Complete each line (potential part of a complex sentence) with another predicative part. Specify the means of connecting the parts of the formed complex sentences. Comment on the punctuation.

Seasons: decadence / renaissance

Зима	Весна	Літо	Осінь
Сніг і сльота	*Купи зимового сміття*	*Душно*	*Мертве поле*
Слизота	*На звалищі*	*Пилюга в усі боки*	*Мертвіючий ліс*
Холодом наскрізь	*Груша цвіте*	*Мухи балюють*	*Ні сонця ні дня*
Сніг і хурделиця	*Воскреслі води*	*Спека в холодку*	*Парад кольорів*
Вогонь у печі	*Птах зам вікном*	*Звади ягоди*	*Гарбузова господа*
Затишок дому	*У кожній цілині – травинка*	*Фруктово-ягідний сад*	*Тонкий аромат проминання*

The following exercises and tasks will help to deepen the skills and abilities to analyze unaccompanied complex sentences according to syntactic structure, semantics and intonation, to use such constructions normatively and expedient:

1. Read the sentences, describe them according to their structure. Define sentences with parts of the same type and different types. Pay attention to punctuation. Comment out the punctuation marks. 1. *По барабанних перетинках б'ють барабани світу, тривожно гуде новинами діапазонний тамтам* (The drums of the world beat on the eardrums, a wide-range tomtam hums alarmingly with news) (V. Prostopchuk). 2. *Знаю: дощ веде тебе у спомин* (I know: the rain brings you to memory) (V. Shtynko). 3. *Відніми сни – життя змліє на очах* (Take away dreams - life will fade before your eyes) (M. Moklytsia). 4. *Було прикро дивитися на ті безтямно зірвані лілії: красуні не витримували поза своїм водним царством і кількох хвилин, одразу марніли, закривали пелюстки і вертались назад у бутон* (It was a pity to look at those blindly plucked lilies: the beauties did not last even a few minutes outside their watery kingdom, immediately wasted away, closed the petals and returned to the bud) (M. Moklytsia). 5. *Над Стоходом уже Полісся. Спочивають спрацьовані кросна розбазарює лірику місяць ситим совам і сивим соснам. Шелестить осока глибока поміж вусами у сомів шелестить листопад у кроках* (Polissya is already above Stokhod. The working loom rests, the moon squanders its lyrics to well-fed owls and gray pines. The deep sedge rustles, between the whiskers of the catfish, leaves fall rustles in the steps) (Y. Strutsyuk). 6. *Та й не хотіла теревенити з балакучим сусідом. Над'їде зненацька Петро – біда буде* (She didn't want to chat with the talkative neighbor. Peter will come unexpectedly - there will be trouble) (N. Humenyuk). 7. *Вадим не заперечував, але залишався при своїй думці: його вже не вилікує ніщо й ніколи* (Vadym did not object, but he stuck to his opinion: nothing will ever cure him) (N. Humenyuk). 8. *Небо для всіх відчинене, зачинені*

наглухо ми (The sky is open for everyone, but we are tightly closed) (N. Humenyuk).

2. Work out the table "The nature of relations between the parts of a non-conjunctive sentence. Punctuation". Complete the task (see Table 2).

Table 2: The nature of the relationship between the parts of a non-conjunctive sentence. Punctuation.

	The nature of the relationship between the parts of a non-conjunctive sentence	Punctuation	Examples
1	Enumerable with simultaneity or sequence of events	[ ], [ ] or [ ]; [ ]	*Синю тишу цвіркун лоскоче, синя тиша цвірчить в мені* (*The cricket tickles the blue silence, the blue silence chirps in me*) (Y. Strutsyuk)
2	Explanatory	[ ]: [explanation]	*Одна-єдина нота порушує гармонію скорботи: зі щебетом на весь світ шпаки лаштують кубельце у дуплі старого горіха* (*A single note breaks the harmony of grief: with chirping to the whole world, starlings arrange a cube in the hollow of an old walnut*) (M. Moklytsia)
3	Investigative and objective	[ ]: [addition, clarification]	*Знаю: правда все частіше вбиває* (*I know: the truth kills increasingly more often*) (V. Verbych)
4	Causal	[ ]: [cause]	*Не садіть берези: точачи весною її кров, уб'ють. Не садіть ялини: зимою для новорічної втіхи виконає вирок сокира…* (*Don't plant birch trees: they will kill her by shedding her blood in the spring. Do not plant fir trees: in winter, for New Year's cheer, the ax will carry out the sentence...*) (V. Verbych)
5	Consequential	[ ] – [consequence]	*Відніми сни – життя зміліє на очах* (*Take away dreams - life will fade before your eyes*) (M. Moklytsia)
6	Conditions or time	[condition] – [ ] [time] – [ ]	*Птах сховався – буде хуртовина* (*The bird hid - there will be a blizzard*) (V. Prostopchuk)
7	Comparative-opposite	[ ] – [ ]	*Вмерло нас в снігах чимало – Україна ж не умерла* (*Many of us died in the snow - Ukraine did not die*)
8	Comparative	[ ] – [comparison]	*Говорить – шовком вишиває (Speaks as if embroiders with silk)* (folklore)

3. Read the sentences below carefully, put punctuation marks. Fill in the Table 3. Among the proposed sentences, there are redundant. Find them. Justify your choice.

Table 3: Punctuation marks.

Rule No.	1	2	3	4	5	6	7	8
Sentence								

1. *І лиш оце вдалося зрозуміти любов одна бува* (And that's all I managed to understand - there was only one love) (V. Shtynko). 2. *Журиться гірко горіх біля хати промінь останній гасне на склі* (The nut gnaws bitterly near the house, the last ray is extinguished on the glass) (V. Shtynko). 3. *У цьому світі логіка залізна смерть настає коли втихають болі!* (In this world, logic is iron - death comes when the pain subsides!) (V. Shtynko). 4. *З'являвся ритм зникало вільне дихання* (A rhythm appeared and free breathing disappeared) (M. Moklytsia). 5. *Я думаю тепер процес пізнання це мандри углиб свого власного нутра а не вештання по світу між людей та книг* (I think now the process of knowledge is a journey deep into one's own heart, and not a wandering around the world between people and books) (M. Moklytsia). 6. *Не треба сьогодні мені утіх у правду брехня вдиктована* (Today I don't need comfort in the truth, lies are dictated) (Y. Strutsyuk). 7. *Синю тишу цвіркун лоскоче синя тиша цвірчить в мені* (The cricket tickles the blue silence, the blue silence chirps in me) (Y. Strutsyuk). 8. *Тільки-но заплющиш очі вітром я попід вікном обізвуся серед ночі* (As soon as you close your eyes with the wind, I will call under the window in the middle of the night) (Y. Strutsyuk). 9. *Летіли юні мрії висотою тепер думки шукають глибини* (Young dreams flew high, now thoughts seek depth) (V. Hey). 10. *Не встигло літо квітів долюбити зміцнити юні крила журавлині на тлі блакиті тепло засвітились городів акварелі золотисті* (The summer of flowers did not have time to finish and strengthen the young wings of the cranberry, as golden watercolors of the gardens lit up against the blue background) (V. Hey). 11. *Гляне холодною водою обілле* (Will look - like pouring with cold water) (folk art). 12. *Тополині шпилі уп'ялися в багряне сонце по крайнебу кров розлилася* (Poplar spiers stared into the crimson sun, blood spilled over the edge of the sky) (V. Prostopchuk).

4. From the works of Yevhen Sverstyuk, write 10 different types of elementary complex connective sentences. Reconstruct these constructions in the unconjugated. Comment on the semantic relations between the parts of the formed complex sentences; provide graphic diagrams. Justify the punctuation marks.

5. Complete each of the given simple sentences with a predicative part, forming various elementary constructions without conjunctions; find out the semantic types of the formed sentences; analyze the punctuation.

A correctional and developmental center for children with physical disabilities will appear in Lutsk. In early and preschool age, timely help from specialists will in some cases prevent children from becoming disabled. In order to start the activity of the cell, the Lutsk City Council is deciding on the issue of providing premises (Volyn News).

We offer the following linguistic and communicative exercises and tasks for the topic "Multicomponent complex sentence":

1. Read the proposed complex sentences, analyze the semantic relations between the predicative parts, indicate

the means of connecting the predicative parts. Identify the types of sentences with several subordinate clauses, give schemes of these sentences. Comment on the punctuation. 1. *Набрякла дощами осінь, посмуговане небо хльостало, напиналась вітрами просинь і до обрію липла грузького* (Autumn swollen with rain, the shabby sky whipped, the winds kicked the blue and stuck to the grue horizon) (V. Prostopchuk). 2. *Все. Спектакль закінчено. Маестро-бузок втомлено поклав на мокре підвіконня мокру диригентську паличку, на самісінькому кінчику якої брунька затисла у зеленому кулачку фіолетову нотку, щоб вона дисонансом не прозвучала цієї ночі* (The end. The performance is over. The maestro-lilac tiredly placed a wet conductor's baton on the wet windowsill, on the very tip of which the bud held a violet note in a green fist, so that it would not sound dissonantly that night) (V. Shtynko). 3. *Лілія, цей поліський лотос, – саме та квітка, яка найбільше підходить для символізації краси, що твориться на межі між вічним і тимчасовим* (Lily, this Polissia lotus, is exactly the flower that is most suitable for symbolizing the beauty that is created on the border between the eternal and the temporary) (M. Moklytsia). 4. *Пригоди – це єдине, чого ми шукали і що нам було щедро дароване* (Adventures are the only thing that we were looking for and that was generously given to us) (M. Moklytsia). 5. *Садовий цвіркун методично скрипить, що день закінчився, що сонце сідає і що сад заходить у вечір* (The garden cricket methodically squeaks that the day is over, that the sun is setting and that the garden is entering the evening) (M. Moklytsia). 6. *Топчуться по ранах чорнобильські дощі, перецвіла калина, гриби гниють на пні, іржависто-солоний на землю пада сніг* (Chernobyl rains trample on wounds, viburnum has overbloomed, mushrooms rot on stumps, rusty-salty snow falls on the ground) (Y. Strutsyuk). 7. *Їй здавалося, що вони вдвох з Лукою опинилися в дерев'яній капсулі часу, яка тільки на мить зупинилася між лісом і селом, між землею і небом, між минулим і прийдешнім* (It seemed to her that she and Luka were in a wooden time capsule, which stopped only for a moment between the forest and the village, between the earth and the sky, between the past and the future) (N. Humeniuk). 8. *Зупинившись біля закам'янілого гридня княжого, що втомлено зіперся на мохом укритий меч, слухаю травневу солов'їну сагу і вбираю у себе сонце, що всміхається з діамантів на пелюстках розбитого серця* (Stopping at the petrified chest of the prince, resting his sword wearily on the moss-covered sword, I listen to the May nightingale saga and absorb the sun that smiles from diamonds on the petals of a broken heart) (Y. Strutsyuk). 9. *Як переконати істориків тих, що за шаблі взялися русини не з добра вельми великого, що воля людині може бути дорожча безпечного спокою?* (How to convince the historians that the Ruthenians did not take up the saber for the good of the great, that the liberty of a person can be more valuable than safe peace?) (I. Korsak). 10. *Існує теорія, що помах крил метелика, який випадково десь там, у джунглях на Амазонці, зачепив павутинку чи краплю роси, може зруйнувати цілий ланцюжок зв'язків і створити нову ситуацію, яка через енну кількість нібито випадковостей спричинить ураган на тихоокеанському чи атлантичному узбережжі США* (There is a theory that the flutter of a butterfly's wings, which accidentally caught a web or a drop of dew somewhere in the Amazon jungle, can destroy a whole chain of connections and create a new situation that, due to an infinite number of supposed accidents, will cause a hurricane in the Pacific or Atlantic coast of the USA) (V. Lys). 11. *Його покірність, яка в дивний спосіб поєднувалася з непоказною, але затятою гідністю, розважливість й уміння швидко приймати рішення, коли тривога заглядала у вічі, принесли повагу серед товаришів по службі* (His humility, which in a strange way was combined with an inconspicuous but ardent dignity,

prudence and the ability to quickly make decisions when anxiety peeked into his eyes, earned him respect among his colleagues) (V. Lys). 12. *Враз йому здалося, що він чує шурхіт крил і на простягнуту руку сідає маленька пташка* (Suddenly it seemed to him that he heard the rustle of wings and a small bird sat on his outstretched hand) (V. Lys).

2. Analyze the proposed journalistic material in terms of sentence types. Complete the following tasks: 1. Name multi-component complex structures. Find out how many predicative parts they have and what types of syntactic connections there are between them. Comment on the punctuation. 2. Name complex sentences with two predicative parts. Specify the means of connection of predicative parts. Comment on the punctuation. 3. Name the simple sentences. Complete each of them with three predicative parts, forming complex multi-component sentences with different types of connection. Characterize the structures formed. Comment on the punctuation.

Preparations for the New Year and Christmas holidays usually began every year in December. The war in the country changed everything. Adults are not in a festive mood at all. This year's Christmas trees will most likely not shine with lights, but children are asking their parents to buy at least a small tree for the holiday. Traditionally, Volyn foresters prepared New Year's beauties for sale. From now on, one can also buy them online. Foresters say that in recent years, New Year's trees are increasingly being bought in pots to later be planted in the ground. Coniferous trees are constantly planted in the forest farms of the region, so that the green beauties create a New Year's mood for children during the Christmas holidays. In total, in 2022, foresters in Volyn prepared 50,000 conifers for sale. A little over 20,000 have already been sold. Because of the war, many Ukrainians have abandoned the traditional attributes of the holiday, but there are still children who hope for a New Year's miracle and presents under the tree. (Volyn News).

3. Using the proposed simple sentence as the main part, form a complex multi-component sentence with five subordinate parts: *Ловлю слова* (*I am catching words*) (N. Humeniuk). Name the means of connection of the predicative parts of the formed structure, indicate the type of subordination. Comment on the punctuation. Provide a graphic diagram of the sentence.

4. Offer 5 examples of multi-component complex sentences with matching conjunctions between predicative parts. Comment on the punctuation marks when the conjunctions match in a multi-component complex sentence.

A sample task:

Про свій перший успіх Лідочка похвалилася тільки мамі, а коли з'явилась і друга відмінна оцінка, вона не витримала і ввечері показала зошита й татові (Lidochka bragged about her first success only to her mother, and when the second excellent grade appeared, she could not stand it and showed the notebook to her father in the evening) (V. Lys).

A comma is not placed between conjunctions if the first of them is opposite.

Knowledge of the structural and semantic features of direct speech, methods of replacing direct speech with indirect speech, the principles of introducing quotations, as well as the ability to correctly place punctuation marks in direct and indirect speech, quoting, construct and use direct and indirect speech, etc. will consolidate such exercises and tasks on the topic "Means of transmission of foreign speech":

1. Define the structural and semantic types of the given sentences. Complete the following tasks. Analyze constructions with direct speech. Comment out the punctuation marks. Constructions with indirect speech replace the direct speech so that it stands in postposition

and preposition in relation to the author's words. Comment on the punctuation. 1. *А я ж молила: «Серце безборонне…». А я ж просила: «Бережись грози!». Ти засміявсь: «Бувалець не потоне у крапельці жіночої сльози»* (And I prayed: "The heart is defenseless...". And I asked: "Beware of thunderstorms!". You laughed: "An experienced one will not drown in a drop of a woman's tear") (N. Humenyuk). 2. *Підсудні вже сиділи на своїй лаві оддалік і жестами підтверджували, що звинувачення не безпідставні* (The defendants were already sitting on their bench from a distance and confirmed with gestures that the accusations were not groundless) (M. Moklytsia). 3. *Він знає: віра й істинність ідей були і є рівновеликі* (He knows: faith and the truth of ideas were and are equal) (V. Verbych). 4. *«Слово-неславо, не наздоганяй мене», – просить художник* ("Don't catch up with me, word-non-fame" asks the artist) (V. Verbych). 5. *Переконуєш: «Історія – некрополь». «Не для нас, – кажу. – Ми бранці безімення у братській могилі віків»* (You convince: "History is a necropolis". "Not for us", I say. - We are prisoners of namelessness in the mass grave of the ages") (V. Verbych). 6. *«Моя душа – птах, який живе в мені, – подумала якось Ліда. – Він має гніздо, а може, й виведе там пташенят. Тоді я годуватиму їх словами, віршиками й задачками. Я не покажу те гніздо нікому»* ("My soul is a bird that lives in me, - Lida once thought. - It has a nest, and maybe it will raise chicks there. Then I will feed them with words, poems and puzzles. I will not show that nest to anyone") (V. Lys). 7. *Старшина теж спитав, хто та звідки* (The foreman also asked who and where he was from) (V. Lys). 8. *Та хтось спохопився і мовив між тим: «Усі на цім світі під небом святим…»* (But someone woke up and said in the meantime: "Everyone in this world is under the holy sky...") (N. Horyk). 9. *Дивлячись на твоє досконале тіло, думаю, що бути красивим – привілей богів* (Looking at your perfect body, I think that being beautiful is a privilege of the gods) (K. Koretska). 10. *«Добридень, світлице-колиско!» – до гаю березень мовить* ("Good morning, cradle-light!" - March speaks to the grove) (V. Hey).

2. Write the text, placing punctuation marks. Identify types of sentences, comment on punctuation. Pay attention to the sentences with direct speech, provide diagrams of such constructions.

Styr renounced the old course.

The St. Mykolaiv monastery that stood on the hill above the floodplain melted in the mist of ages. Grandfather Mykola, holding the hand of his grandson Mykolitsa, says the Church of the Holy Spirit has gone underground. Maybe that's why there is water from a well near the church that was built in the seventeenth century on the site of the new birth of the monastery. And you, servant of God, taste slowly. The water is full of prayers - the priest Kostyantyn quietly advised, he recently tried to breathe life into the cell, which in the thirties and forties of the twentieth century was the residence of Bishop Polikarp, and after the war, there were the classrooms of the local school. Surely, the servant of God asks - affirms the monk, let's cover the roof with reeds, let's drive out how the good Christmas frosts will start on the floodplain. Without waiting for an answer, he continued, Jesus Christ was given a reed before the crucifixion.

Falling in the snow, we go up. We breathe in the transparent Zhydychyna sky...

Archaic traces of our footprints are in the snow. An old pear tree is at the foot of the churchyard hill. It will be our nurse - Father Konstantin rejoices, spreading his arms. And again the sun comes out from behind the clouds. And the imperishable melody sounds on the strings of the rays. Glory be to you, Lord, Konstantin is overshadowing with the sign of the cross both himself and all of us and the environment. And the dove that sat

on the shoulder of the oak cross erected in the ninety-second of the last century seems to be repeating after him (V. Verbych).

3. Write a short text (8-10 sentences) according to the proposed beginning, entering sentences with direct speech.

Вона була сьогодні королевою… (She was the queen today...)

Comment out the punctuation marks.

4. Prepare a presentation on the topic "Rules for creating quotations". As a source of factual material, use an arbitrarily selected article from the scientific publications "Volyn Philological: Text and Context", "Linguostylistic Studies".

4 Conclusion

The actualization of the competence approach in the modern educational process activates the search for ways of its implementation, the use of such methods and techniques that will help the student to mobilize the acquired theoretical knowledge in a real life situation for successful self-realization, for the implementation of intellectual, creative, research initiatives.

In the system of competencies important for the future language teacher, we single out syntactic competence as the one that will determine the formation of the specialist's language, speech, and communication abilities. An actual method of achieving a high result is well-chosen different types of language and communication exercises (analytical, reproductive, creative-constructive), which will enable the conscious perception of knowledge, the ability to correctly construct written coherent speech, skillfully use the potential of syntactic units in oral speech. The proposed tasks and exercises, in addition to consolidating the theoretical material in practice, improving the skills and abilities to appropriately use the expressive capabilities of syntactic units in accordance with the linguistic and communicative situation, will also develop the ability to think logically and critically, the ability to see a problem and ways to solve it, the ability to work in a team and interact.
The relationship between syntax and punctuation (the importance of the intonation-punctuation aspect when studying the structural-semantic features of sentences, the syntactic principle as one of the basic ones in the punctuation system of the language, etc.) actualizes attention to the peculiarities of the formation of punctuation competence of students, which determines the perspective of further research.

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