

UDC 811.161.2

DOI 10.31733/2786-491X-2023-1-70-80



**Yuliia  
HALENKO** ©  
Lecturer  
(*Dnipropetrovsk  
State University  
of Internal Affairs*),  
Ukraine



**Joris  
KAZLAUSKAS** ©  
Ph.D. (Philology),  
Assistant Lecturer  
(*Vytautas Magnus  
University*),  
Lithuania

### TEACHING A NATIVE LANGUAGE AS A FOREIGN ONE: METHODS, APPROACHES AND EXPERIENCE OF UKRAINE AND THE REPUBLIC OF LITHUNIA

**Abstract.** This article studies different peculiarities of teaching native languages as foreign ones while working with foreign students. The research was performed by survey among the teachers of the discipline "Ukrainian as a Foreign Language" at Dnipropetrovsk State University of Internal Affairs, studying works by Ukrainian authors in the corresponding topic and watching methods of teaching Lithuanian language applied by teachers from Vytautas Magnus University (Kaunas, Republic of Lithuania) during the intensive Lithuanian language course undergone by the article author. In terms of the research conducted the most popular and efficient methods and approaches to teaching Ukrainian as a foreign language at higher educational institutions of Ukraine were summarized and described. In his turn, my coauthor described the methods and principles of teaching Lithuanian language at the largest and oldest university of Lithuania *Vytauto Didžiojo universiteto* reflecting nationwide approach to teaching a native language working with foreign students.

Besides, the article considers development perspectives in teaching native languages as foreign ones both in Ukraine and worldwide in the upcoming decades due to the intensification of education internationalization, raise of interest towards national cultures of other countries, the tendency of preserving local culture and traditions in terms of the parallel globalization as well as actual internal and external processes.

The article suggests encountering changes in global and local tendencies of teaching national languages and transformation of the national self-awareness in countries forced to follow stranger's culture and speak the stranger's language within a particular historical period. Moreover, the statuses of national languages as well as minor languages in a number of countries are undergoing active changes, which are directly connected with choosing a language of studies and teaching at the national level. Requirements to study at a national language must be respected by international students, who choose another country to receive higher education abroad. Considering this, teachers of all disciplines without any exceptions should start introducing English language aspect in delivering specialized disciplines in parallel to teaching their subjects in Ukrainian language. Simultaneously, Ukrainian language teachers, who want to work with foreign students, shall review their personal approach to teaching with the aim of enhancing available methods and active application of efficient approaches at delivering "Ukrainian as a Foreign Language" discipline to be able to work with international students.

**Keywords:** *foreign language, native language, Ukrainian as a foreign language, methods of teaching, approaches to teaching, national language status.*

---

© Halenko Yu., 2023

ORCID iD: <https://orcid.org/0000-0002-5670-4774>

[julia.translations.30@gmail.com](mailto:julia.translations.30@gmail.com)

© Kazlauskas Jo., 2023

ORCID iD: <https://orcid.org/0000-0002-7981-5100>

**Introduction.** Globalization processes have changed our world with boundaries vanished, cultures interweaved and lifestyle universalized. Seems like you will hardly ever differentiate what country you are in – Poland or Lithuania, if you do not know a local language. Historical heritage being a skeleton of a culture and purely local traditions are barely visible from under a layer of a unified modern culture similar to so many countries embraced with the same vision of values and development direction.

Languages have become a firm bridge of understanding between different cultures giving a sense of self-identification with the part of the similar world to people originated from the different cultures. We speak and understand several languages feeling ourselves a part of the global world, but not forgetting our origin and historical identity not to feel alone in this big united world.

However, the last decade shows two parallel tendencies – aiming at globalization and trying to revive a national identification – followed simultaneously. This includes celebrating national holidays, following local traditions, combining the elements of traditional wear with modern clothes, supporting national representatives of art and speaking native languages.

**Analysis of recent research and publications.** The works of such scientists as: O. Turkevich, I. Zozulya, I. Kochan, V. Bader, K. Bruner, V. Korzhenko, L. Bey, M. Vinnyk, O. Haida and others. Scientists note that when studying the Ukrainian language as a foreign language, it is important to take into account psychological-pedagogical and socio-pedagogical factors and communicative features of the students.

**The purpose of the article** is studying the level of popularization native languages among foreigners as well as methods and approaches to teaching native languages to foreign students as an element of educational process. The principle attention will be paid to the Ukrainian and Lithuanian experience in terms of the topic chosen.

**Formulation of the main material.** *Languages with Global Impact.* According to the *Statistics and Data* the following languages are to be treated international languages in 2022.

English is the most widely spoken language in the world because of the global impact of Great Britain and the United States in the last three centuries, though it is not the mother tongue of most people using English for communication. It has just become one of the most widely used tools of communication in our globalized world.

Chinese Mandarin is the language spoken by the biggest quantity of native speakers. However, the number of people interested in learning it has increased due to the importance of China for the economic development of the world's companies.

Hindi is almost completely spoken by native speakers. It is also becoming more popular among those who want to do business with India. However, almost 450 million people are able to communicate in English in India on the contrary to China.

Spanish is spoken as the official language in 20 countries apart from Spain, but its impact goes much further because of migrations. For instance, in the United States there are already more Spanish speakers than in Spain itself.

For centuries, French was considered the language of art and culture. It has also become the first language of law. The francophone encompasses 29 countries and is spoken at the territories of former French colonies.

Bengali originated more than a thousand years ago and is part of the Eastern Indo-Aryan sub-branch. Today it is spoken in basically two places: Bangladesh and West Bengal.

Arabic is difficult to learn especially due to its specific alphabet, but it is considered beautiful by a growing number of enthusiasts initially attracted to trade with Middle Eastern countries.

Portuguese is opening the doors to the business world in Brazil, since its market is completely different from what is known even in the rest of Latin America. It is spoken in Portugal and in several African countries.

Russian is a mixture of several Slavic languages and classical Greek. Due to its invasion policy, Russia has forced people from a number of countries to speak its language. But the current tendency shows strong intention of Russian speakers to stop using it and completely replace it with their native languages both at domestic and national levels.

Although Urdu is the official language of Pakistan, its use in northern India has increased considerably in recent decades. Urdu is written from right to left with the same alphabet used for Arabic and Persian. But its origin is different. It was passed down by the Mongols from northern India and has been performed for centuries thanks to trade.

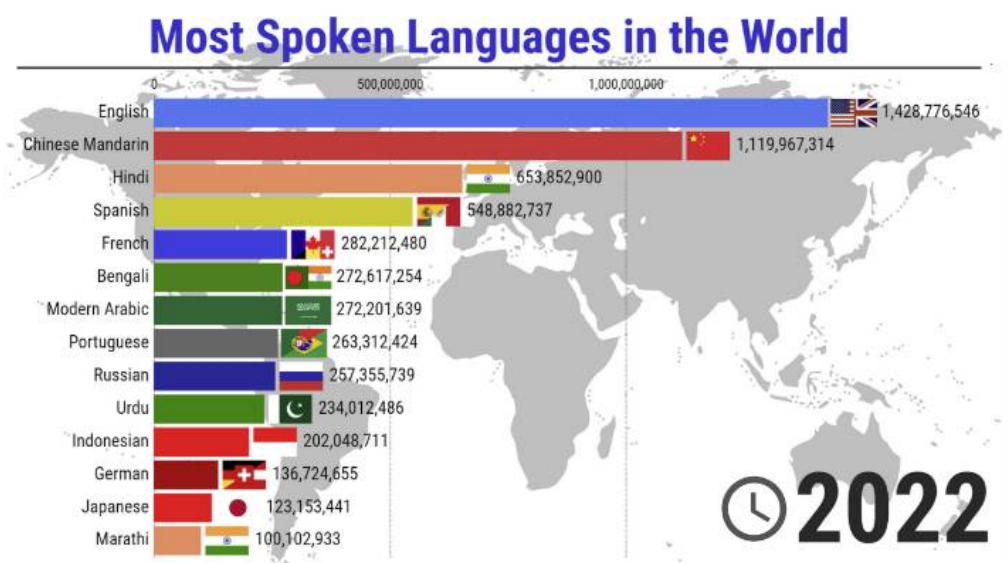
German is the language of one of the European Union leading member country. It is also spoken in Austria, Switzerland, Luxembourg, Liechtenstein and Belgium, as well as in multiple regions of central Europe.

Japanese is the language of another culture, which has nothing in common with the Western one, though it attracts numerous enthusiasts from the European countries.

Marathi is one more language of India. There are 22 official languages in the country according to its Constitution, although the two main ones are English and Hindi. Marathi has amazing literary tradition, which has put India several times on the map of world literature through its famous writers (<https://statisticsanddata.org>).

And it is impossible not to mention Turkish, which is considered to be the connection between Europe and the East. It belongs to the family of Turkic languages.

Visually the information above is legibly represented on Figure 1.



**Fig. 1** – The most widely spoken languages in 2022

Source: <https://statisticsanddata.org/>

If to compare contemporary results with data of more than 100 years (Fig. 2), we will see that every language has been replaced from the initial position due to particular reasons and now has a different rate of popularity. At the same time, some languages have completely disappeared from the chart, while others substituted them. And if to counter today's tendencies, national languages of smaller countries might become more popular and widely spoken, though we will hardly see them in the top of the world spoken languages rate. But who can predict the results for 3020<sup>s</sup>?



Fig. 2 – The most widely spoken languages in 1920

Source: <https://statisticsanddata.org/>

Unfortunately, such national languages as Ukrainian and Lithuanian are not that widely spoken in the world, but the large-scale war in Ukraine and forced migration of dozens of thousands Ukrainians to neighbor Slavic and western countries have raised the interest to our country and its national language as an integral part of the Ukrainian culture. The same tendency can be tracked both in and outside other countries, which have realized themselves as separate nations with their own cultures and national heritage apart from being members of the European Union, for instance, with unified modern culture and respected values. National identity, including speaking the corresponding national language, has become a trend worldwide, which is perfectly visible in Lithuania as well.

*Languages of the States Previously Occupied by the Soviet Union and Current Linguistic Tendencies.* Russian is obviously one of the most spoken languages in the world due to its omnipresence and obligatory status in the educational process of the USSR member countries. It shall be admitted that proficiency in Russian makes a great contribution in the opportunity to communicate with people who still remember this language, but cannot speak English. However, national languages tend to prevail in these countries and Russian is avoided intentionally. Many of them have even refused of the Cyrillic alphabet. And it is obvious that English has become the second language to learn and apply. Thus, the linguistic attitude of each country deserves closer attention.

In Azerbaijan, the national language spoken by the 98 % of population is Azerbaijani. The so called "Monument to the Native Language" has been even installed in Nakhichevan. Two most popular second languages are russian and English. Besides, there are several minor languages spoken by local ethnic minorities. In Armenia, the national language spoken by the 99 % of population is Armenian language with two main dialects. Moreover, it is one of the 50 most spoken languages in the world according to *Massachusetts Institute of Technology*. Both second languages freely spoken in the country are russian and English. Ethnic minorities also speak their native languages, including Ukrainian.

In Belarus, there are two national languages – belarusian and russian. At this, both languages are spoken by 98 % of the population. However, russian language prevails in many spheres of life of the state. Moreover, there are two variants of belarusian – traditional and russified. Current tendency of the opposition to the pro-Kremlin forces is to speak belarusian (even russified is considered to be better), not russian, to proclaim their identity. It is really interesting to watch how Ukrainians and Belarusians communicate – both nations understand other's language while speaking their national one.

Georgia hosts 23 languages in total. Georgian is the national language spoken by the majority of the population. Historically the elder generation speaks russian, but younger generations prefer Georgian in their daily life, though they choose English to communicate with foreigners.

Kazakhstan uses both Kazakh and russian languages in the national legislation, though Kazakh is the only national language in this country according to the Constitution, while russian has just an official status. However, russian is no longer taught at schools. The preference is given to the languages of local minorities. Besides, Kazakhstan has recently refused of Cyrillic alphabet having switched to the Latin one.

Kyrgyzstan applies both Kyrgyz and russian languages in the national legislation and everyday life, though they have different status – Kyrgyz is the national language, while russian is official. It is remarkable that starting from 2020 Kyrgyzstan has been implementing the language reform, which stipulates gradual refusal of russian at all the levels of the state's operation. However, in contrary to Kazakhstan, Kyrgyzstan has not refused of Cyrillic alphabet and uses it for writing both in russian and Kyrgyz languages.

Tajikistan is still closely connected to russian, since it is the second official language in the country and the instrument of international communication, while Tajik language has both the national and the first official language status. Both languages are spoken by the absolute majority of the population. However, there is still a certain percentage of old-timers, who have never moved from their localities and speak only Tajik language.

Turkmenistan also tends to refuse of russian language. Turkmen language has the national status. russian is still widely spoken by a large part of the population, but families encourage the younger generation to communicate in Turkmen at home. However, russian is only the third language by prevalence. The second position is occupied by Uzbek language.

From 80 to 85 % of the population of Uzbekistan speak Uzbek language and consider it to be their native one. The legislation and court proceedings are conducted in the national Uzbek language or the local languages spoken by

local citizens in a particular community. Here Russian is the second widely spoken language, but it does not have any official status in the country.

Moldova is absolutely mysterious in terms of its national language. According to the Constitution, the national language in Moldova is Moldovan based on Latin script being *de jure* literary Romanian language. Moreover, the Declaration of Independence of Moldova proclaims Romanian language to be national. It cannot be said that Moldovan and Romanian are completely different languages, but they are not absolutely identical either. Anyway, Russian is still popular and widely spoken by the elder population of the country, while younger generation speaks the national language (be it Moldovan or Romanian) and English, especially in terms of international business activity.

The Czech Republic and the Slovak Republic (previously Czechoslovakia) are almost twin countries in terms of language application. 96 % of the population of the Czech Republic speaks Czech language, which is the national language of the state, but Slovak, Russian, Polish, Ukrainian and Vietnamese are common for ethnic minorities, though English is the second most widely used foreign language in the state. The Slovak Republic's national language is Slovak, while Hungarian has an official status due to being native for 20 % of Hungarians living in the Southern part of the country. Ukrainian and Russian are easily understood by the local population, but are not widely spoken. English and German are the most popular second languages for younger generation.

Latvia is the most "Russian-speaking" Baltic country due to the forced inhabitation of its territory by ethnic Russians. It is the second language in the country. However, the younger generation not only does not speak Russian, but also does not understand it. The state language is Latvian, Russian as Ukrainian and Belarusian or Livonian and Latgalian do not have any official status in the Republic of Latvia being considered as foreign languages like English or German. However, ethnic minorities have the right to education in their native languages. Moreover, the Latvian government has proclaimed the official refusal of Russian language on TV, radio, in mass media and official communication.

Estonia hosts Estonian being the national language and a number of foreign languages, including previously more widespread German and Swedish. Russian and Ukrainian languages are the second and the third the most spoken languages in the country correspondingly. Currently the Republic of Estonia treats Russian differently – some regions voluntarily use Russian in their daily life, while another part of the country prefers purely Estonian. The latter is quite popular in the world and is studied by a large number of people due to many reasons, one of which is an extreme uniqueness of its origin and structure.

Finland has two state languages – Finnish and Swedish. German and Russian are two foreign languages spoken by the German and Russian diasporas, but poorly used by the native population, which is proficient in English. Finnish people are deeply proud of their history and ethnicity, their language and culture, which has become of extreme interest not only in Scandinavian countries, but all over the world.

Lithuania is a special state. It is the last pagan country in Europe.

Lithuanian language is one of the oldest ones on the European continent. Being from the Baltic family, it has been also influenced by the Slavic languages. Lithuanian is the national language of the country. The membership in the European Union has almost vanished Russian from the daily life of its population. Traditionally, only the elder generation can still speak and understand Russian, while younger generation uses English, French, German or Spanish as the second language. Lithuanians have always been proud of their glorious history and traditions having preserved this omnipresent love to their culture and mother-tongue. Despite many people in the world do not know about this country or confuse it with neighbor states, the interest to the Lithuanian language, culture and traditions is rocketing.

Ukraine is a hospitable country for many languages and various ethnic minorities. The national language is Ukrainian, which has become and is still becoming more and more popular among the population of the country. It is normal for Ukrainians to speak Ukrainian and another language considering both mother-tongues. However, the large-scale invasion of Russia in Ukraine has divided the notion of a "well-spoken-foreign-language" and the only and exclusive mother-tongue. Even loyal part of population of the country does not associate themselves with Russian culture anymore. To be Ukrainian has become a real trend. To know and love Ukrainian traditions, to preserve Ukrainian culture and to speak Ukrainian language have become a worldwide trend. Local population, diaspora, forced migrants and people from all over the world are now following this trend.

It is obvious that absorption of other cultures and its forced substitution through imposing your own one is already in the past. Remaining one of the most widely spoken language in the world, Russian is gradually losing its impact. Moreover, once great and mighty language is no longer exists. It has been intentionally simplified by the politicians up to the total degradation spoken even at the level of nonsense sounds not being literal words.

In parallel, the world follows an approach of sincere interest towards cultural elements, including languages of other states and voluntary desire to learn more about others' traditions. Thus, intercultural interest and interaction led people to the point of sharing their own culture, traditions and languages through formal and non-formal educational means.

*Teaching a Native Language as a Foreign One: Methods and Approaches – Ukrainian and Lithuanian Experience.* Stephen Krashen (1977) claimed that adult second language learners have two means for internalizing the target language. The first is "acquisition", a subconscious and intuitive process of constructing the system of a language. The second means is a conscious "learning" process in which learners attend to form, figure out rules, and are generally aware of their own process. According to Krashen, "fluency in second language performance is due to what we have acquired, not what we have learned" (Krashen, 1982). For Krashen, our conscious learning processes and our subconscious process are mutually exclusive: learning cannot become acquisition. This claim of no interface between acquisition and learning is used to strengthen the argument for recommending large doses of acquisition activity in the classroom with only a very minor role assigned to learning (<https://ukdiss.com>).

One of the categories of foreigners, who are to learn Ukrainian language

and are potentially interested in the Ukrainian culture, is foreign students studying in Ukraine. The principle task of teaching Ukrainian language as a foreign one is a consequent communicative organization of the educational process. When a teacher starts working with a student, he/she should determine what life situations and communicative forms the students will find themselves at while using the language studied. This is the point for choosing texts to discuss and to read during the classes as well as exercises to fulfill orally or in written. Communicative approach stipulates reflection of using the learning materials chosen in real life situations and not as an isolated aspect, but in a particular context. Thus, the logic suggests all the exercises to be as close to the natural communication as possible (Shelest, 2018).

Socio-cultural method of learning Ukrainian language by foreign students stipulates close interaction with the language itself and the culture of Ukraine in general. The educational process should include cultural and traditional aspects, ethno-psychological elements as well as specificity of the language. Thus, it becomes obvious that the methodology of learning Ukrainian language as a foreign one substantially differs from the methodology of learning Ukrainian as a native language, which is due to the number of linguistic, psychological and linguistic-didactical factors. At the initial stages of the learning process, a teacher shall realize that the principle aim under such conditions is mastering Ukrainian language as the means of communication. Correspondingly, real communication practices, favorable communicative surrounding and natural environment created in the class shall take the principle position in the educational process (Bakum, 2010).

Another method of teaching a native language widely used in Ukraine is immersion. There are the following stages of this method application:

1. The first of two lessons starts with an interactive lecture. A teacher speaks for 40 minutes, while interactive elements take 80 % of the lesson time.

2. After the lecture the students shall receive language support and assistance from their teacher. This stage should include exercises with the focus on lexis from the lecture to allow students fully understand the material for its further application during communication. This activity shall take not more than 20 % of the lesson.

3. Between the first and the second class in terms of one topic two hours shall be devoted to the extracurricular independent work. Students fulfill individual and/or group tasks working on the thematic materials before the seminar, including authentic Ukrainian texts provided by the teacher and materials for reading found by students themselves in the recommended Internet sources.

4. The second thematic lesson starts with the seminar of 50 minutes, during which students discuss all the topics in Ukrainian using both materials given during the lecture and found by them. Thematic presentations prepared by students shall also be practiced at the seminars (three presentations per five minutes is enough).

5. The second part of the same lesson (up to 30 minutes) shall be devoted to the practical tasks within the topic. Students can be divided in pairs or small groups for cooperation.

6. Home task for extracurricular independent work on the topic shall be the written work in Ukrainian embracing a practical task based on the material



learnt. The teacher comments on the content of the work as well as its language form for the student language support.

7. Students shall also perform projects, which results are to be reported during the final class.

The above presented model can be applied for the lessons in terms of immersion method for more efficient language learning by foreign students during the first year of studies in higher educational institutions of Ukraine (Vyselko, 2016).

However, it is impossible to explain grammar of the language studied by means of this language exclusively, especially at the primary stages of the learning process. The obligatory component at this point is a language understood by the students and which they are comparatively proficient at. The most often used foreign language is English, but it also can be French, Spanish, German or any other language well-spoken by both students and their teacher. The language commonly spoken by all the members of the educational process is the basis for mutual understanding and more free communication between students and their teacher as well as a comfortable instrument for more efficient and detailed explanations provided during studies. Without such basis the learning process will definitely get stuck very soon at the dead-end with no chances to proceed any longer.

Professional experience of Ukrainian language teachers working with foreign students at Dnipropetrovsk State University of Internal Affairs shows that communication in English as a common point of understanding between students and teachers (especially in terms of explaining grammatical rules of Ukrainian language as well as cultural and traditional elements of Ukraine) is an integral part of the educational process. The application of the well-spoken and understandable language creates more comfortable atmosphere in the class. Students experience more friendly approach from the teachers' side as they can receive clearer feedback and instructions, which they will definitely understand correctly.

Lithuanian language as a foreign teaching policy is based on the official Council of Europe document *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (CEFR, 2002) (Lithuanian translation *Bendrieji Europos kalbų mokymosi, mokymo ir vertinimo metmenys* is made by the Vilnius University and the Council of Europe (BEKM, 2008). This document relies on the communicative language teaching method. The main aim of this method is to develop both general and communicative language competences.

General competences are divided into three basic sub-competences: 1) a declarative knowledge, 2) skills and know-how, 3) an "existential" competence, and 4) an ability to learn. A declarative part includes knowledge of the world, sociocultural knowledge (information about society speaking the target language in everyday life, living conditions, interpersonal relations, values, beliefs and attitudes, body language, social conventions, ritual behavior) and intercultural awareness. Skills of know-how contain practical skills (social, living, vocational, professional, leisure skills) and intercultural skills. "Existential" competence includes learner's attitudes, motivations, values, beliefs, cognitive styles and personality factors. Ability to learn contains language and communicative awareness, general phonetic awareness,

study and heuristic skills (CEFR, 2002, pp. 101-108).

Communicative language competences are also divided into three sub-competences: 1) linguistic, 2) sociolinguistic, and 3) pragmatic. Linguistic part includes lexical, grammatical, semantic, phonological, orthographic and orthoepic competences. Sociolinguistic part contains knowledge of linguistic markers of social relations, politeness conventions, and expressions of folk wisdom, register differences, dialect, and accent. The pragmatic part includes discourse and functional competence (CEFR, 2002, pp. 108-130).

**Conclusions.** Both general and communicative competences are developed during various language activities. They are divided into reception, production (oral/and or written), interaction and mediation in groups (CEFR, 2002, p. 14). Listening, reading, spoken interaction, spoken production and writing are the main skills which are developed during these activities (CEFR, 2002, pp. 26-27). They are contextualized within public, personal, educational and occupational domains (CEFR, 2002, pp. 14-15).

The scale of the communicative method competences is based on the worldwide known common competence levels: A (Basic User), B (Independent User) and C (Proficient User). Each of these level is divided into two sub-levels: A into A1 (Breakthrough) and A2 (Waystage); B into B1 (Threshold) and B2 (Vantage); C into C1 (Effective Operational Proficiency) and C2 (Mastery) (CEFR 2002, p. 23).

All "Lithuanian as a foreign language" course books published after gaining Independence from the Soviet Union in 1990 are based on these common competence levels as well as on the communicative method. Main course books for level A are the following ones: *Sveiki atvykę!* (Migauskienė et. al., 2011), *Po truputį* (Džežulskienė, 2014), *Langas į lietuvių kalbą* (Petrašūnienė et. al., 2017), *Learn and Speak Lithuanian* (Ringailienė 2020), *Nė dienos be lietuvių kalbos* (Stumbrienė, Kaškelevičienė, 2020), *Sėkmės!* (Stumbrienė, Daraškienė, Vaškevičienė 2022), *Po truputį* (Migauskienė, Ramonienė, Vilkienė 2022). Course books for level B are *Takas* (Čubajevaitė, Ruzaitė, Lemanaitė, 2014), *Nė dienos be lietuvių kalbos. Antroji knyga* (Stumbrienė, Kaškelevičienė, 2014), *Lietuvių kalba tau* (Džežulskienė, 2021). Course book for level C is *Nė dienos be lietuvių kalbos. Trečioji knyga* (Stumbrienė, Kaškelevičienė, 2021).

Communicative method as well as these course books is successfully used in Lithuanian language for foreign teaching at Lithuanian universities, colleges, private language schools, by private teachers as well as during intensive summer and winter courses (e.g., Baltic Summer University Lithuanian language and culture courses at Vytautas Magnus University) or special intensive courses (e.g., various Lithuanian science institutions have been organizing special intensive courses for Ukrainians from spring 2022; major of these courses are free of charge).

*Conflict of Interest and other Ethics Statements*

The authors declare no conflict of interest.

**References**

- Bakum, Z. (2010). Ukrainiska mova yak inozemna: lnhvodydaktychni problem [Ukrainian as a Foreign Language: Linguadidactic Problems], *Filolohichni studii: Naukovyi visnyk Kryvorizkoho derzhavnoho pedahohichnoho universytetu*, 5, pp. 226-232. [in Ukr.].
- Business Bliss Consultants FZE. (2018). Native Language in Foreign Language Learning. URL : <https://ukdiss.com/examples/thoughtful-way-to-use-learners-mother-tongue-in-second-language-teaching.php?vref=1>.

- Council of Europe. (2020). Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume, Council of Europe Publishing, Strasbourg. URL : [www.coe.int/lang-cefr](http://www.coe.int/lang-cefr).
- Krashen, S. (1982). Principles and practice in second language acquisition.
- Shelest, H. (2018). Vychennia ukrainskoi movy yak inozemnoi: problemy, novi metodyky, perspektyvy [Learning Ukrainian as a Foreign Language: Problems, New Methodologies, Perspectives], Uzhorod : Vydavnychiy dim "Helvetyka". *Zakarpatski filolohichni studii*, 1 (3), pp. 51-55. [in Ukr.].
- Statistics and Data: "The Most Spoken Languages 2022". URL : <https://statisticsanddata.org/data/the-most-spoken-languages-2022/>.
- Turkevych, O. (2012). Metodyka vykladannia ukrainskoi movy yak inozemnoi: systemna orhanizatsia terminiv [Methods of Teaching Ukrainian as a Foreign Language: Systematic Organization of Terms], *Visnyk Natsionalnoho universytetu "Lvivska politekhnikha". Seriya "Problemy ukrainskoi terminolohii"*, no. 733, pp. 223-226. [in Ukr.].
- Vyselko, A. (2016). Vykladannia ukrainskoi movy yak inozemnoi za metodykoiu zanurennia [Teaching Ukrainian as a Foreign Language through Immersion], *Materialy III mizhnarodnoi naukovo-metodychnoi konferentsii "Aktualni pytannia orhanizatsii navchannia inozemnykh studentiv v Ukraini" (18-20 travnia 2016 roku)*, pp. 159-163. [in Ukr.].

**Юлія ГАЛЕНКО, Йоріс КАЗЛАУСКАС**  
**НАВЧАННЯ РІДНОЇ МОВИ ЯК ІНОЗЕМНОЇ: МЕТОДИКА, ПІДХОДИ**  
**ТА ДОСВІД УКРАЇНИ ТА ЛИТОВСЬКОЇ РЕСПУБЛІКИ**

**Анотація.** У цій статті досліджено різні аспекти особливостей викладання рідної мови як іноземної під час роботи з іноземними студентами. Дослідження проводилося методом опитування викладачів дисципліни «Українська мова як іноземна» Дніпропетровського державного університету внутрішніх справ, через вивчення праць українських авторів з відповідної теми та за допомогою спостереження за методиками викладання литовської мови іноземцям викладачами Університету Вітаутаса Великого (м. Каунас, Литва) під час проходження інтенсивного курсу вивчення литовської мови автором статті. В рамках проведеного дослідження були узагальнені та описані найпопулярніші та найдієвіші методи і підходи до викладання української мови як іноземної у вищих навчальних закладах України. В свою чергу, мій співавтор описав методики та принципи викладання литовської мови в найбільшому та найстарішому університеті Литви «Vytauto Didžiojo universiteto», що відображає загальнонаціональний підхід до викладання рідної мови іноземцям.

Крім цього, у статті розглянуто перспективи розвитку сфери викладання рідних мов як іноземних в Україні та світі в найближчі десятиліття у зв'язку з інтенсифікацією процесу інтернаціоналізації освіти, зростом зацікавленості національними культурами інших країн, тенденцією до збереження власної культури та традицій в рамках паралельної глобалізації світу, а також актуальними внутрішніми та зовнішніми процесами.

У статті запропоновано звернути увагу на зміни у глобальних та локальних тенденціях світу до вивчення національних мов та трансформації національної свідомості у країнах, в яких протягом певного історичного періоду нав'язувалася чужа культура та чужа мова. Крім цього, відбуваються активні зміни статусів національних мов та мов меншин у ряді країн, що напряму пов'язано у виборі мови навчання та викладання на національному рівні. Вимоги до навчання державною мовою прямо стосуються також і іноземців, які обирають ту чи іншу країну для отримання вищої освіти. У зв'язку з цим викладачам всіх дисциплін без виключення необхідно починати вводити англійський аспект у викладання профільних дисциплін паралельно із викладанням свого предмету українською мовою. В цей же час викладачам української мови, які бажають працювати з іноземцями, необхідно передивитися свій особистий підхід до викладання з метою покращення наявних методик та активного використання дієвих методів роботи з іноземцями в межах дисципліни «Українська мова як іноземна».

**Ключові слова:** іноземна мова, рідна мова, українська мова як іноземна, методики викладання, підходи до викладання, статус національної мови.

**Submitted:** 17.01.2023

**Revised:** 22.02.2023

**Accepted:** 06.03.2023