

UKRAINIAN AS A FOREIGN LANGUAGE FOR GERMAN-SPEAKING STUDENTS: ACHIEVEMENTS AND PROSPECTS IN THE 21ST CENTURY

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Ukrainian as the state language of an independent European country is the subject of study in various parts of the world, including universities within individual research of Ukrainian studies (for example, Harvard University or the University of Alberta) or Slavic studies (different countries). The latest trends in teaching / learning foreign languages are aimed at: attracting the latest information technologies, quick access to knowledge, taking into account student needs (task-based approach), interpreting language as a tool for career growth or international communication, changing or supplementing the paradigm of language education. Accordingly, the Ukrainian language, which is the object of study outside Ukraine, needs new relevant ways of teaching it as a foreign one, based on the latest quality results of linguistic research of the Ukrainian language, in particular in the functional aspect.

The purpose of the article is to analyze the current situation and outline the prospects for teaching Ukrainian as a foreign language outside Ukraine (in particular, based on the study of the experience of teaching it in Austria and Germany). The tasks are to carry out a comparative analysis of textbooks of the Ukrainian language for German speakers, to outline the scope of current problems related to the teaching of the Ukrainian language outside Ukraine. This was made possible by the descriptive *method*, and the functional approach made it possible to trace the conformity of teaching materials with modern requirements and needs of students.

Textbooks for German-speaking students are designed for the Beginners level and implicitly take into account the information that for students it is the second Slavic language (usually after Russian). The studied textbooks have a diverse quality of language content (usually intended for beginners, but cover topics, grammatical material, communicative situations from higher levels) and are based on the grammar-translation method (except Klymenko Lina, Kurzydym Jan. Razom (2008); Schubert Ludmila, Ukrainian for beginners and fortresses (2012)).

It was found that there are no student's book, teacher's book, workbook, audio materials, which together according to the stages of training (levels A1-C2) would consistently provide a clearly divided language materials and propose communication skills, taking into account on the Common European Framework of Reference for Languages: Learning, teaching, assessment (2020) and Standardized requirements. Levels of proficiency in Ukrainian as a foreign language (A1-C2).

High-quality linguistic resources of the Ukrainian language (for example, functional grammar of the Ukrainian language, dictionaries of collocations, lexical minimums), taking into account the latest approaches to learning foreign languages, would not only raise students' motivation, but also contribute to greater competitiveness of the Ukrainian language in a modern globalized society.

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