

Natalya MOSKOVCHUK

Mariana PALCHYNSKA

Formation of communicative competence in students of Ukrainian elementary schools with instruction in the languages of national minorities'

<https://doi.org/10.52603/rec.2023.34.07>

Rezumat

Formarea competenței comunicative a elevilor de școală primară din Ucraina cu predare în limbile minorităților naționale

Articolul prezintă un model etnolingvodidactic de formare a competenței comunicative în limba ucraineană a elevilor din clasele primare ale instituțiilor de învățământ mediu cu predare în limbile minorităților naționale (maghiară, română, poloneză, slovacă, bulgară etc.). Componentele structurale ale modelului sunt identificate și justificate; au fost stabilite scopul și conținutul predării limbii ucrainene studenților bilingvi; sunt evidențiate blocurile-cheie ale modelului de formare a competenței comunicative în limba ucraineană; sunt determinate condițiile pedagogice pentru formarea competenței de comunicare în limba ucraineană a elevilor de școală primară cu predare în limbile minorităților naționale (sprijin pedagogic adaptativ pentru elevii de școală primară în spațiul educațional din Ucraina; asigurarea motivației pozitive pentru elevii de școală primară pentru a învăța limba ucraineană; prezența unui mediu de comunicare în limba ucraineană în curs de dezvoltare pentru clasele elevilor de școală primară, atrăgând elevii de școală primară către activități active de vorbire în limba ucraineană); au fost determinate nivelurile de dezvoltare ale competenței de comunicare în limba ucraineană a elevilor de școală primară care studiază în limbile minorităților naționale (înalt, satisfăcător, scăzut).

Cuvinte-cheie: model etnolingvodidactic, instruire în limba ucraineană, competență comunicativă în limba ucraineană, minorități naționale.

Резюме

Формирование коммуникативной компетентности учащихся начальной школы Украины с обучением на языках национальных меньшинств

В статье представлена этнолингводидактическая модель формирования украиноязычной коммуникативной компетентности учащихся младших классов учреждений среднего образования с обучением на языках национальных меньшинств (венгерском, румынском, польском, словацком, болгарском и др.). Выделены и обоснованы структурные составляющие модели; определены цель и содержание обучения украинскому языку учащихся-билингвов; выделены ключевые блоки модели формирования украиноязычной коммуникативной компетентности; определены педагогические условия формирования украиноязычной коммуникативной компетентности учащихся начальных классов с обучением на языках национальных меньшинств (адаптивно-педагогическая

поддержка учащихся начальных классов в образовательном пространстве Украины; обеспечение позитивной мотивации учащихся начальных классов к изучению украинского языка; наличие развивающей коммуникативно-украиноязычной среды для учащихся начальных классов, привлечение учащихся начальных классов к активной украиноязычной речевой деятельности); определены уровни сформированности украиноязычной коммуникативной компетентности учащихся начальных классов с обучением на языках национальных меньшинств (высокий, удовлетворительный, низкий).

Ключевые слова: этнолингводидактическая модель, украиноязычная подготовка, украиноязычная коммуникативная компетентность, национальные меньшинства.

Summary

Formation of communicative competence in students of Ukrainian elementary schools with instruction in the languages of national minorities'

The article presents an ethnolinguistic didactic model of Ukrainian language communicative competence formation in students of elementary level in general secondary education institutions with instruction in the national minorities' languages (Hungarian, Romanian, Polish, Slovak, Bulgarian, etc.). It singles out and substantiates the model's structural components; determines the purpose and content of teaching Ukrainian language to bilingual students; outlines the key blocks of the model of Ukrainian language communicative competence; determines pedagogical conditions for the Ukrainian language communicative competence formation in elementary school students taught in the national minorities' languages (adaptation and pedagogical support of elementary school students in the educational space of Ukraine; ensuring positive motivation of elementary school students to study the Ukrainian language; a developing communicative Ukrainian language environment for elementary school students; the involvement of elementary school students in active Ukrainian speaking activities); determines the levels of the Ukrainian language communicative competence formation in elementary school students taught in the national minorities' languages (high, satisfactory, low).

Key words: ethnolinguistic didactic model, Ukrainian language teaching, Ukrainian language communicative competence, national minorities.

The relevance of studying the Ukrainian language during the early years of general secondary education is explored in the context of the problems

of school language education in Ukraine. According to European education trends, where speaking skills development is of primary importance, Ukrainian educators face new requirements for teaching languages, including those of indigenous and national minorities. The processes of competence training implementation and ideas of the New Ukrainian School objectively update the problem of finding unused resources for communicative competence formation in students of schools with instruction in the national minorities' languages, applicable to the Ukrainian language study in elementary schools. In the new Ukrainian language curriculum for institutions of general secondary education with instruction in the national minorities' languages, the goal and task of teaching the Ukrainian language to younger schoolchildren, who represent national minorities, have been updated and clarified. It implies the formation and development of communicative competence considering students' opportunities and interests, and the ability to use all types of speech activity when communicating in the Ukrainian state language in oral and written forms.

Unfortunately, the last all-Ukrainian population census took place way back in 2001, but it recorded representatives of over 130 ethnic minorities. According to the census, 37.5 million people (77.8% of the total population) are Ukrainians. Representatives of numerous ethnic communities are Russians – 8.3 million (17.3%), Belarusians – 275.8 thousand (0.6%), Moldovans – 258.6 thousand (0.5%), Bulgarians – 204,6 thousand (0.4%), Hungarians – 156.6 thousand (0.3%), Romanians – 151 thousand (0.3%), and Poles – 144.1 thousand (0.3%) (First, 2004). Despite the fact that national minorities' share has been decreasing numerically and, accordingly, proportionally during the last two decades (Ганчев 2020: 520-521), each of these communities remains a significant part of the ethnocultural composition of Ukraine's population and makes a substantial contribution to the country's development, while firmly preserving their national culture, native language, and historical memory. In particular, prof. M. Stanchev (Станчев 2009: 527) offers data that evidence that 64% of the surveyed Bulgarians indicate the Bulgarian language as their mother tongue, which manifests a high level of their national identity. At the same time, Bulgarians, same as the representatives of other ethnic minorities, learn Ukrainian as the state language.

The purpose and tasks of teaching the Ukrainian language in schools with instruction in the nation-

al minorities' languages are outlined in the Concept of Language Education in Ukraine, the Law of Ukraine "On Education", the State Standard of Basic and Complete General Secondary Education, the State National Program "Education" ("Ukraine of the 21st Century"), The European Charter of Regional or Minority Languages, 19th National Doctrine of Education Development of Ukraine in the 21st Century, All-European Recommendations on Language Education, and the Concept "New Ukrainian School". Forming a linguistic personality, who is communicatively competent and able to interact with others, is a priority outlined in the concept of implementation of State policy of general secondary education reform "New Ukrainian School" until 2029. Therefore, this task is also fundamental for the Ukrainian language course in institutions of general secondary education, teaching in both the Ukrainian language and the national minorities' languages.

Pedagogical studies into the scientific background of language learning in institutions of general secondary education serve as the theoretical basis for the communicative competence formation in elementary school students in schools with instruction in the national minorities' languages while learning the Ukrainian language based on the competence approach. This basis also includes theoretical and applied aspects of teaching the Ukrainian language in general secondary education institutions; problems of communicative competence, the definition of this concept, its structural content; formation of critical competencies in students; research in pedagogy and psychology; learning Ukrainian as a foreign language; processes of learning other languages, etc.

The purpose of the study is to create an ethno-linguistic didactic model of Ukrainian language communicative competence formation in elementary school students in general secondary education institutions with instruction in the languages of national minorities (Hungarian-speaking, Romanian-speaking, Bulgarian-speaking, Polish-speaking, Slovak-speaking, etc.) based on the competence approach.

The research hypothesis is that the formation of Ukrainian language communicative competence in elementary school students of general secondary education institutions with instruction in the languages of national minorities will be efficient if the following pedagogical conditions are implemented: adaptation and pedagogical support of elementary

school students, who represent national minorities, in the educational space of Ukraine; ensuring positive motivation of elementary school students, who represent national minorities, to learn the Ukrainian language; availability of a communicative Ukrainian language environment for elementary school students, who represent national minorities; involvement of elementary school students, who represent national minorities, in active Ukrainian speaking activities.

We employed the following research methods: theoretical – analysis of psychological, pedagogical, methodical literature; generalization of scientific provisions on the research problem to create a model and methodology for communicative competence formation in elementary school students in general secondary education institutions with instruction in the languages of national minorities (Hungarian-speaking, Romanian-speaking, Bulgarian-speaking, Polish-speaking, Slovak-speaking, etc.) on the competence approach basis; empirical – questionnaires of students and teachers, observation of the Ukrainian language learning process in institutions of general secondary education with instruction in the languages of national minorities; conversations with the Ukrainian language teachers to clarify the feasibility of the experimental model and methodology development to form communicative competence in elementary school students in general secondary education institutions with instruction in the languages of national minorities (Hungarian-speaking, Romanian-speaking, Bulgarian-speaking, Polish-speaking, Slovak-speaking, etc.) based on the competence approach.

Let us describe the content of the proposed ethnolinguistic didactic model. Its goal is Ukrainian language communicative competence formation in elementary school students in general secondary education institutions with instruction in the languages of national minorities (Hungarian-speaking, Romanian-speaking, Bulgarian-speaking, Polish-speaking, Slovak-speaking, etc.). The theoretical basis of the competence approach is the research methodological foundation (Вашуленко 2014: 126-174). The competent approach to language learning is declared in the Pan-European Task Activities for Language Learning. It indicates that competencies are formed in students due to language-using experience, allowing them to overcome communication problems.

The model and methodology organizational basis for the Ukrainian language communicative com-

petence formation in elementary school students in general secondary education institutions with instruction in the languages of national minorities are the education principles since they determine the content, methods, and organization of the education process. In teaching the Ukrainian language within the suggested model, we will be guided by general didactic principles that reflect the educational process regularities, in general, and regulate the activities of the teacher and students and linguistic-methodical principles that take into account the peculiarities of teaching the Ukrainian language to bilingual students (Хорошковська 2012: 42-51).

General didactic principles:

The principle of accessibility of learning implies considering the students' age characteristics and the level of their language and speech development. The accessibility of learning the Ukrainian language means connecting the acquired knowledge of grammar with practically learned grammatical constructions and speech patterns, which contributes to the formation of speaking and writing skills.

The principle of scientific, systematic, and consistent learning. This principle provides for familiarizing students with the Ukrainian language as a system and its functioning peculiarities in communication. As early as elementary school, students learn the meaning and patterns of phonetic, lexical, and grammatical phenomena, scientific concepts, and terms consistently introduced through the course. At the same time, it implies a comparison of ways of expressing thoughts in Ukrainian and native languages, which contributes to practical language learning. The systematic and consistent introduction of new teaching material at the level of practical assimilation and theoretical understanding contributes to the differentiation of grammatical forms and categories and the development of students' linguistic sense.

The principle of visual learning. Clarity occupies a special place in the methodology of teaching the Ukrainian language as a state language. When applying this principle, the differentiation of linguistic and non-linguistic visibility should be taken into account. Linguistic visualization involves the demonstration of linguistic phenomena as elements of the sign system (modeled phonemes, morphemes, words, and sentences; developed schemes, tables, etc.). It helps to memorize the linguistic phenomena being studied faster and better. Non-linguistic visibility involves using subject-figurative means such as objects, their images

as dummies, subject pictures, plot and situational illustrations, drawings, diagrams, slides, audio and television broadcasts, and Internet tools. Information presented with the help of video materials is delivered through two channels – visual and auditory, which gives significant educational results. Yet, one should bear in mind that excessive visualization can lead to inhibited development of students' abstract thinking, without which efficient cognition is impossible.

The principle of tailor-made learning. This principle implies determining each student's level of knowledge, vocabulary, mental processes peculiarities, activity motives, behavior, and work capacity. Individual characteristics either accelerate or slow down the performance of an educational task. The level of the native language command significantly influences the results of learning the Ukrainian language by elementary school students in schools with instruction in the languages of national minorities. Therefore, a primary school teacher should have a methodical profile for each student to track the dynamics of his speech development in the Ukrainian and native languages. It is also necessary to develop differentiated tasks when the students representing national minorities find it particularly difficult to master the Ukrainian language.

The principle of continuity and perspective of learning. This principle provides for continuity in preschool and elementary education, achieved through the programs that take into account the conditions for their implementation and the results of learning educational material relevant for each age. It is focused on the performance of a single continuous line of child development at preschool and primary general education stages. It makes the educational process holistic, consistent, and perspective (Савченко 2012: 51-61).

The principle of conscious and active learning. This principle involves a skillful combination of empirical generalizations, theoretical knowledge, and inductive and deductive ways of studying new material. For the active and conscious absorption of the language system as an educational material that shapes the students' speech activity, it is necessary to consider the extent to which new knowledge is based on the theoretical material known to students and its presentation by a degree of complexity. It enables an educator to determine the best version of the material construction, which boosts the active gaining of language knowledge by elementary school students and their cognitive activity.

The principle of correlation between language learning and the student's general development. This principle provides for the development of language, intellectual and cognitive abilities of schoolchildren in primary education in the Ukrainian language based on emerging bilingualism. Here, we look at the mental development of the child, who is placed in the center of the educational system – for them, learning the Ukrainian language amid bilingualism conditions is a kind of research process. Based on the examples and types of activities the teacher offers and exploits their linguistic experience in their native language, bilinguals learn to analyze, synthesize, and summarize educational material, establish analogies and cause-and-effect relationships, and speculate according to their communicative development level.

Linguomethodical principles.

The differential principle provides for the inclusion of language phenomena in the teaching content specific to the Ukrainian language, distinguishing it from the students' native languages. Moreover, one should highlight the facts of native languages that coincide with the linguistic phenomena of the Ukrainian language. They are automatically transferred to the student's speech consciousness and are perceived by them as learned elements of the language they are mastering.

The text-centrism principle implies a text-based study of the language. At the same time, the text becomes the key unit in Ukrainian language learning: the text channels the language system knowledge and the language behavior norms from the perspective of the communicative situation and goals. Text as a means of language learning is multifunctional and the most important means of adopting Ukrainian culture. Of course, the text is also a language unit through which grammatical categories and linguistic phenomena are learned. It helps form a system of linguistic concepts, understand the regularities of language functioning, and see the text as the primary means of mastering speech activity in all its forms (listening, reading, speaking, writing). The texts must contain selected lexical and grammatical material that meets the program requirements. It provides for, first of all, consistency in the vocabulary presentation and its repeatability.

The principle of taking into account the native language peculiarities involves relying on the student's knowledge, skills, and abilities obtained through the native language and the experience they have accumulated in mastering their native

language, including during the formation of their speaking skills. It is necessary to consider the psychological features of the second language perception and the results of a comparative analysis of the language systems of the Ukrainian and native languages. It should be reflected in the order of learning letters, formulating rules, selecting lexical material, etc. In addition, this principle can ensure the coordination of teaching in the native and Ukrainian languages, the integration of knowledge in humanitarian subjects, and help bilingual students overcome the language barrier. The anticipatory nature of native language learning allows to rely on the communicative skills and abilities already formed in native language lessons (conversation, describing, telling, reflecting, proving), reduce the educational load, and transfer universal educational activities included in native language lessons to the process of learning the Ukrainian language.

The functional principle of learning Ukrainian, as a state language, ensures the study of the sound system of the Ukrainian language, its graphic and orthographic aspects, vocabulary, and grammatical phenomena with a clearly defined practical orientation and the need for the formation of automated speech skills.

The very nature of language acquisition determines *the principle of oral speech anticipatory formation*: first, children master its verbal form, and later the written one (Семешюк 2010: 39-57). Studies evidence that when starting school, children already have the phonetics, vocabulary, and grammar of their native language. This principle is applied in particular when mastering the phonetic material, which is only possible based on verbal practical exercises. In the same way, at first, grammatical forms of the word are practiced verbally while using them in various statements, guided by the examples suggested by the teacher. Audio materials are essential for the oral course and literacy training – the periods when students' phonemic hearing and orthographic skills are formed. In a bilingual environment, they are crucial for students to master the correct patterns of the Ukrainian speech.

The principle of communication in the process of Ukrainian language learning by elementary school students of general secondary education institutions with instruction in the languages of national minorities involves using the Ukrainian language in natural communicative situations from the beginning of education (Бацевич 2009: 26-28). To successfully master the Ukrainian language, students must not

only learn the language forms but also know how to use them in real communication. Bringing the learning process closer to real-life situations is possible through organizing a communicative activity in a manner where it develops the skill of using the learned language material in various situations. It is imperative to observe this condition when learning dialogic speech. The entire work system should create and stimulate the need for communication. Therefore, active speech activity occupies a central place when learning the Ukrainian language as a state language.

Thematic principle. Under the thematic organization of the educational process, the studied material is built around the text, and the topic outlined in the texts becomes a study unit. The thematic principle of organizing educational material implements systematic and communicative approaches to learning. They relate to the need to elaborate on the topic based on the language models' introduction with different levels of grammatical material complexity. In learning the Ukrainian language as a state language by elementary school students, it is crucial to gradually expand the scope of speech within the topic when introducing new grammatical material.

The principle of the optimal correlation between language command and language and speech exercises means taking into account that theoretical knowledge is the basis for the formation or correction of abilities and skills and the transfer of acquired knowledge into a speech plan. Therefore, it is essential to have an optimal correlation between language command and language exercises, aimed at assimilating or correcting knowledge, and speech exercises, which are expected to form the skills of using the acquired knowledge in speech, with the share of the latter prevailing.

The process of developing the model and experimental methodology considered specific scientific provisions regarding the definition and correlation of the purpose and content of Ukrainian language learning by elementary school students. They determined the model's content for Ukrainian communicative competence formation in elementary school students in general secondary education institutions with instruction in the languages of national minorities. This content provides for:

- 1) psychological preparation of children for educational activities in the Ukrainian-speaking environment, acceptance by students of new forms of the educational process organization; their com-

pliance with the formal requirements of the educational process; propaedeutic assimilation of skills in types of speech activity and vocabulary accumulation for communication in academic and sociocultural activities; comprehension of personal interests, values, instructions, abilities; accumulation of cultural knowledge; ability to adjust their own communication skills to the system of cultural norms and rules of the Ukrainian-speaking environment; ability to effectively overcome misunderstandings and problematic situations caused by cultural differences; active participation in the social and cultural Ukrainian-speaking life of the student environment (Філоненко 2008: 151-180);

2) formation of goals and value orientations of elementary school students in general secondary education institutions with instruction in the languages of national minorities: positive and appropriate perception of the realia of the Ukrainian-speaking environment; self-awareness and self-control; general communicative culture; respect for the interlocutor's personality in intercultural communication; the ability to establish similarities and differences between the native and Ukrainian cultures in the communication process; the ability to disregard negative stereotypes in the communication process; the desire to improve the results of one's activity; needs for communication, dominance, worldview development, knowledge assimilation and systematization; constant mental agility and the need to overcome new difficulties; established motivation for Ukrainian language communication; the ability to motivate oneself in educational activities, to convince oneself of the necessity of its implementation, to focus one's own attention on the fact that learning and its results are important for them; broad social motives, understanding the meaning and awareness of the importance of learning the Ukrainian language at the appropriate level; the ability to show one's own independence, initiative and active stand in education;

3) speech skills formation (diachronological activity, writing, speaking, listening), assimilation of lexical and grammatical features of Ukrainian language texts and norms of the modern Ukrainian literary language, which correspond to the communicative topics and situations and intentions of a certain level of command of the Ukrainian language as state language.

According to the communicative competence components (Ponomaryova 2009: 3-5; Khoroshkovska 2012: 35-36), the model includes three blocks

(language-propaedeutic, speech-enrichment, socio-cultural), each implementing outlined pedagogical conditions.

The language-propaedeutic block provides for presenting a holistic part of the educational material on the Ukrainian language for the elementary grades in general education institutions with instruction in the languages of national minorities, based on which the students' speaking activity is formed. Learning language phenomena, facts, and rules is considered a prerequisite for achieving fluency in the Ukrainian language by the students in the respective schools. The linguistic, educational material necessary for language command formation in students includes phonetics and orthography, graphics and orthography, morphemics, vocabulary, grammar, morphology and syntax, punctuation, and speech development. The linguistic material is designed to form an initial idea about the Ukrainian language system, ensure the mastery of practical skills and abilities, and promote the assimilation of the modern Ukrainian literary language norms. This block of the proposed model includes the following tasks: development of skills and abilities to hear and pronounce sounds and sound combinations in the Ukrainian language that are not featured in the students' native language, to pronounce words with the correct accent, to correctly intonate sentences; to systematically enrich vocabulary; to get familiarized with the phonetic and morphological composition of the word, to study the main parts of the language, their most important grammatical categories and syntactic role in the sentence; to develop abilities and skills of understanding and using grammatical forms and syntactic constructions; to assimilate theoretical knowledge about the language relevant for the appropriate age; to form students' spelling and punctuation literacy and the ability to use linguistic means; to develop language sense; establish the order of language units being studied, taking into account the place each element occupies in the language system; assimilate the language's sound system, practically master the laws and norms of Ukrainian word formation and word change, to build different types of sentences in coherent speech; consistently deepen the knowledge about the Ukrainian language, continuously refer to the studied material with its gradual deepening and expansion.

The speech-enrichment block provides comprehensive mastery of language skills: listening, speaking, reading, and writing. This unit is imple-

mented based on program language material and special exercises. The complex work on the types of speech activities in elementary school with instruction in the languages of national minorities should be aimed at developing the skills of understanding the native and Ukrainian languages and expressing one's thoughts in both languages in oral and written forms. All types of language skills are interconnected and mutually conditioned. The consistent development of skill types (listening, speaking, reading, writing) to some extent reflects the process of productive Ukrainian language mastery by bilingual students: listening skills and abilities provide for forming speaking skills and abilities; the speaking skills and abilities allow for developing reading and writing skills and abilities. At the same time, the development of the types of speech activity does not necessarily have to be uniform. It may vary depending on the learning stage, the nature of the language material, the goals, and tasks of a specific lesson. It means there are different options for the ratio of the types of speech activity, determined by the nature of the language material.

When teaching the Ukrainian language, the language means should also be used to teach the Ukrainian national culture focusing on customs, traditions, literature, history, etc. It determines the sociocultural block content of the model of Ukrainian-language communicative competence formation in elementary school students in schools with instruction in the national minorities' languages. The students are getting involved in the culture of the Ukrainian people while being aware of the culture of their own ethnicity. In these terms, the Ukrainian language provides excellent opportunities, as it is seen not only as a means of communication but also as a cognition means and a carrier of the Ukrainian people's culture. Learning the Ukrainian language in a multi-ethnic society is conducted within a dialogue between Ukrainian and native cultures for bilingual students. It allows for learning about the shared and unique features of different cultures. It provides a deeper understanding of one's native culture, which ultimately forms the ability to live and communicate in a multinational society, helps to get familiarized with the culture of the Ukrainian people, establish social contacts and adapt the younger generation to life in the Ukrainian society. It stimulates patriotic and moral education and promotes tolerance towards representatives of other ethnicities, languages, and cultures. As the language education state standard for elementary

school stipulates, the sociocultural content provides knowledge about the Ukrainian ethnicity, its traditions, language, culture, literature, and history. It is designed to form a citizen of Ukraine, who knows and respects the native language and culture and the language and culture of the Ukrainian people, among whom they live, a sense of tolerance towards the culture and customs of other ethnicities living in Ukraine. When shaping sociocultural ideas in elementary school students, one should proceed from the principle of considering their age characteristics and the accessibility of educational material.

The model provides criteria for evaluating the level of Ukrainian language communicative competence formation in elementary school students in schools with instruction in the languages of national minorities: high (competence is fully formed), satisfactory (competence is partially formed), low (competence is not formed). Competence is deemed to be formed at a high level when its components are formed, including the language component (the student knows the orthographic, punctuation, language and grammar norms of the Ukrainian language, figurative and expressive means and stylistic devices; knows how to use the orthography, punctuation, grammar, language norms; demonstrates actual accuracy of the written language, works with dictionaries; uses figurative means and stylistic devices in the language; possesses the norms of the Ukrainian literary language, which mainly ensure the correctness, clarity, variety, and expressiveness of speech); the speech component (the student demonstrates various types of language skills (listening, speaking, reading, writing); communicative actions that take into account the position of the interlocutor, activity partner; skills of constructive communication, social interaction with a group of peers; different social roles in a group, team; communication skills in society taking into account national traditions; methods of joint activity in a group, methods of actions in communication situations; the ability to seek and find compromises; sufficiently planning and regulating functions of language); and the sociocultural component (the student knows the value of language as a component of national culture, the national-cultural element in the text, language units with a national-cultural feature of meaning, the rules of word usage, grammar, language culture, the use of linguistic means of expression; students can analyze the perceived information and communicate it in the form of a created text, taking into account its cultural-scientific nature; they observe

the rules of the Ukrainian language etiquette, work with dictionaries; have the ability to identify national-cultural language units in the text, correctly understand the text, taking into account its cultural components).

Optimizing the educational process in Ukrainian language classes, increasing the motivation of bilingual students to learn it, and the quality of education entirely depends on how the teacher implements the appropriate methods and techniques. The Ukrainian language teaching in elementary schools with instruction in the national minorities' languages uses the explanatory-and-illustrative, heuristic conversation, imitation methods (implying, for example, imitation of sounds, words, writing letters according to the model given by the teacher, etc.), as well as the reproductive (the reproduction of recorded or perceived aural or visual educational material), operational methods (exercises of an analytical, analytical-constructive and constructive nature), productive-creative (communicative practices, based on a motive as an internal desire to inform about something or ask the addressee as someone addressed by the communicator) and innovative technologies (gaming technologies: theatrical, business, role-playing, simulation games, etc.); reception of an open cross-linguistic comparison of linguistic units of the native and Ukrainian languages, etc.

A schematic representation of the ethnolinguistic didactic model of the Ukrainian language communicative competence formation in elementary school students in general secondary education institutions with instruction in the languages of national minorities (Hungarian, Romanian, Bulgarian, Polish, Slovak, etc.) reflects the correlation between the purpose, content, and methods, principles, blocks, pedagogical conditions, level evaluation criteria (high, satisfactory, low) of the Ukrainian language communicative competence formation in elementary school students in general secondary education institutions with instruction in the languages of national minorities.

The importance and relevance of the outlined problem, its practical demand, and insufficient theoretical development served as the basis for research and development of an ethnolinguistic didactic model of the Ukrainian language communicative competence formation in elementary school students in general secondary education institutions with instruction in the national minorities' languages. The key positions of the developed

ethnolinguistic didactic model rely substantially on the basic principles of linguistic didactics, the philosophy of education, and legislative and regulatory documents. The development of the ethnolinguistic didactic model is scientific research, whose results collectively address the important pedagogical issue of teaching the Ukrainian language to bilingual students. Therefore, the proposed ethnolinguistic didactic model is a holistic structure that accurately reflects the researched process and is designed in such a way that all its elements (purpose, content, key blocks, pedagogical approaches, principles, conditions, and methods) interact and provide for efficient implementation in the specified educational process.

References

First. 2004. First All-National Population Census: historical, methodological, social, economic, ethnic aspects. http://2001.ukrcensus.gov.ua/d/mono_eng.pdf (visited 12.08.2023).

Бацевич Ф. С. 2009. Основи комунікативної лінгвістики. Вид. 2-ге. Київ: ВЦ «Академія». / Bacevich F. S. 2009. *Osnovi komunikativnoi lingvistiki*. Vid. 2-ge. Kiiv: VC «Akademii».

Вашуленко М. С. 2014. Формування комунікативної компетентності молодших школярів у процесі навчання української мови. In: *Формування предметних компетентностей в учнів початкової школи*. Київ: Пед. думка, с. 126-174. / Vashulenko M. S. 2014. *Formuvannia komunikativnoi kompetentnosti molodshikh shkoliariv u procesi navchannia ukrains'koi movi*. In: *Formuvannia predmetnikh kompetentnostej v uchniv pochatkovoї shkoli*. Kiiv: Ped. dumka, s. 126-174.

Ганчев О. І. 2020. Демографічні трансформації болгарської спільноти Південної Бессарабії (XIX – початок XXI ст.). Одеса: Симекс–Принт. / Ganchev O. I. 2020. *Demografichni transformacii bolgars'koi spil'noti Pivdennoi Bessarabii (XIX – pochatok XXI st.)*. Odesa: Simeks–Print.

Пономарьова К. І. 2009. Формування мовленнєвої компетентності молодших школярів на уроках української мови. In: *Початкова освіта*, № 40, с. 3-5. / Ponomar'ova K. I. 2009. *Formuvannia movlennievoi kompetentnosti molodshikh shkoliariv na urokakh ukrains'koi movi*. In: *Pochatkova osvita*, no. 40, s. 3-5.

Редько В. Г. 2017. Конструювання змісту шкільних підручників з іноземних мов: теорія і

практика. Київ: Педагогічна думка. / Red'ko V. G. 2017. Konstruiuvannia zmistu shkil'nikh pidruchnikiv z inozemnikh mov: teoriia i praktika. Kiiv: Pedagogichna dumka.

Савченко О. Я. 2012. Дидактика початкової освіти. Київ: Грамота. / Savchenko O. Ia. 2012. Didaktika rochatkovoї osviti. Kiiv: Gramota.

Семенюк О. А., Паращук В. Ю. 2010. Основи теорії мовної комунікації. Київ: ВЦ «Академія». / Semeniuk O. A., Parashchuk V. Iu. 2010. Osnovi teorii movnoi komunikacii. Kiiv: VC «Akademii».

Станчев М. Г. 2009. Болгары в Российской империи, СССР, странах Балтии и СНГ: Статистический сборник. Т. 1. София: АИ «Марин Дринов». / Stanchev M. G. 2009. Bolgary v Rossijskoj imperii, SSSR, stranakh Baltii i SNG: Statisticheskij sbornik. T. 1. Sofiia: AI «Marin Dri- nov».

Філоненко М. М. 2008. Психологія спілкування. Київ: Центр учбової літератури. / Filonenko M. M. 2008. Psikhologiiia spilkuvannia. Kiiv: Centr uchbovoi literatury.

Хорошковська О. Н. 2012. Теоретико-методичні засади навчання української мови і мовлення у школах I ступеня з мовами викладання національних меншин України. Київ: Педагогічна думка. / Khoroshkovs'ka O. N. 2012. Teoretiko-metodichni zasadi navchannia ukrains'koi movi i movlennia u shkolakh I stupenia z movami vikladannia nacional'nikh menshin Ukraini. Kiiv: Pedagogichna dumka.

Natalia Moskovchuk (Odesa, Ucraina). Doctor în pedagogie, Universitatea de Stat de Tehnologii Inteligente și Comunicații.

Наталья Московчук (Одесса, Украина). Кандидат педагогических наук, Государственный университет интеллектуальных технологий и связи.

Natalya Moskovchuk (Odesa, Ukraine). PhD in Pedagogic Sciences, State University of Intelligent Technologies and Communications.

E-mail: moskovchuknata85@gmail.com

ORCID: 0000-0002-2232-9072

Mariana Palchynska (Odesa, Ucraina). Doctor în filosofie, Professor, Universitatea de Stat de Tehnologii Inteligente și Comunicații.

Марьяна Пальчинская (Одесса, Украина). Доктор философских наук, профессор, Государственный университет интеллектуальных технологий и связи.

Mariana Palchynska (Odesa, Ukraine). Doctor of Philosophical Science, Professor, State University of Intelligent Technologies and Communications.

E-mail: petrovamaria2009@gmail.com

ORCID: 0000-0001-860-9546