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DOI: [https://doi.org/10.33272/2522-9729-2025-3\(222\)-61-66](https://doi.org/10.33272/2522-9729-2025-3(222)-61-66)**MARYNA SHLENOVA,***PhD in Philology, Associate Professor, Associate Professor at the Department of Document Studies and Ukrainian Language, National Aerospace University "Kharkiv Aviation Institute", Kharkiv, Ukraine***Шленьова Марина Геннадіївна,***кандидатка філологічних наук, доцентка, доцентка кафедри документознавства та української мови, Національний аерокосмічний університет ім. М. Є. Жуковського «Харківський авіаційний інститут», м. Харків, Україна***E-mail:** m.shleneva@khai.edu**ORCID iD:** <https://orcid.org/0000-0003-4297-6872>**IRYNA FIRSOVA,***Senior Lecturer at the Department of Document Studies and Ukrainian Language, National Aerospace University "Kharkiv Aviation Institute", Kharkiv, Ukraine***Фірсова Ірина Володимирівна,***старша викладачка кафедри документознавства та української мови, Національний аерокосмічний університет ім. М. Є. Жуковського «Харківський авіаційний інститут», м. Харків, Україна***E-mail:** firsovairyna67@gmail.com**ORCID iD:** <https://orcid.org/0009-0007-9161-6415>

MASTERING UKRAINIAN TEXTS BY FOREIGN STUDENTS OF NON-PHILOLOGICAL SPECIALTIES

A The research identifies key challenges in this process, including linguistic interference from students' native languages, cultural differences in writing traditions, and difficulties in mastering academic style. The study emphasizes that successful writing development requires a systematic approach integrating linguistic, cognitive, and technological strategies.

The research findings indicate that effective teaching of writing in Ukrainian as a foreign language (UFL) should incorporate a communicative approach, textual analysis, and structured exposure to academic writing norms. The integration of authentic materials, such as literary and professional texts, enhances students' understanding of genre conventions and stylistic features. Moreover, digital technologies, including interactive platforms (Google Docs, Moodle), voice recording tools, and mind mapping applications, significantly contribute to the improvement of writing skills by providing opportunities for collaborative learning, self-correction, and multimodal engagement with language.

The study also highlights the role of student motivation in mastering written texts, revealing that fear of making mistakes and lack of confidence can hinder progress. To address this, the authors propose a step-by-step methodology that includes traditional and digital learning techniques. Key strategies involve handwriting exercises combined with dictation software, visual text segmentation using mind maps, and oral reinforcement through self-recorded audio materials. Experimental results demonstrate that these approaches enhance not only grammatical and lexical accuracy but also students' ability to structure arguments and convey ideas coherently in academic writing.

Keywords: Ukrainian as a foreign language; writing competence; academic literacy; foreign students; digital learning; interdisciplinary approach

ОПАНУВАННЯ УКРАЇНСЬКИМИ ТЕКСТАМИ ІНОЗЕМНИМИ СТУДЕНТАМИ НЕФІЛОЛОГІЧНИХ СПЕЦІАЛЬНОСТЕЙ

S Визначено ключові виклики у процесі опанування письмовими текстами іноземними студентами нефілологічних спеціальностей, серед яких – лінгвістична інтерференція з боку рідної мови студентів, культурні відмінності у традиціях письма та труднощі в оволодінні академічним стилем. У дослідженні підкреслюється, що успішний розвиток писемного мовлення вимагає системного підходу, що інтегрує лінгвістичні, когнітивні та технологічні стратегії.

Результати дослідження вказують на те, що ефективно навчання письма українською мовою як іноземною (УМІ) має включати комунікативний підхід, аналіз тексту та структуроване ознайомлення з нормами академічного письма. Інтеграція автентичних матеріалів, а саме художніх і професійних текстів, покращує розуміння студентами жанрових конвенцій і стилістичних особливостей. Крім того, цифрові технології, зокрема інтерактивні платформи (Google Docs, Moodle), інструменти для запису голосу та додатки для створення ментальних карт, суттєво сприяють покращенню навичок письма, надаючи можливості для спільного навчання, самокорекції та мультимодальної взаємодії з мовою.

Підкреслюється роль мотивації студентів в оволодінні письмовими текстами, показуючи, що страх зробити помилку і невпевненість у собі можуть перешкоджати прогресу. Для вирішення цієї проблеми автори пропонують покрокову методологію, яка включає традиційні та цифрові методи навчання. Ключові стратегії включають вправи на розвиток почерку в поєднанні

з програмним забезпеченням для диктування, візуальну сегментацію тексту за допомогою ментальних карт та усне підкріплення за допомогою самозаписаних аудіоматеріалів.

Результати демонструють, що ці підходи покращують не лише граматичну та лексичну точність, а й здатність студентів структурувати аргументи та зв'язно викладати ідеї в академічному письмі.

Ключові слова: українська мова як іноземна; писемне мовлення; академічна грамотність; іноземні студенти; цифрове навчання; міждисциплінарний підхід

Statement of the Problem. Mastering written texts is an integral part of the learning process for foreign students studying Ukrainian as a foreign language (UFL). Developing writing skills contributes not only to the acquisition of lexical and grammatical structures, but also to the development of critical thinking, analytical skills, and academic culture. In today's world, where communication is becoming increasingly important, writing is a key competency for any professional, regardless of their field of work. For international students learning Ukrainian, the development of writing skills is an extremely important aspect of the learning process, as it allows them not only to communicate effectively in the academic environment but also to adapt to the cultural and social characteristics of the country whose language they are learning. Writing is a complex cognitive process that involves the active work of memory, attention, logical thinking, and creativity. Unlike oral speech, which is situational and often contains certain inaccuracies, written speech requires careful selection of words, adherence to grammatical and stylistic norms, and clear organization of the text. That is why teaching writing to foreign students should be systematic, and consistent, and should take into account the specific difficulties that may arise during the process of learning Ukrainian.

The main difficulties in mastering written texts in UFL by foreign students arise from many factors. Differences between the student's native language and Ukrainian manifest in phonetic, morphological, syntactic, and lexical aspects. A lack of mastery in the academic style poses a challenge, as it requires a clear structure, reasoning, and logical presentation of thoughts. The influence of the native language often manifests as interference, which refers to the transfer of linguistic constructions from the native language to Ukrainian, potentially leading to errors in sentence construction, word choice, and syntactic structures.

Another important aspect is cultural differences in writing approaches. Different countries have distinct traditions in academic writing, which affect both style and the method of presenting material. For example, in the Western tradition, great attention is paid to clarity and conciseness, while in some other cultures, it is customary to present ideas more elaborately and more artistically. This can create additional difficulties for international students, as they must not only learn a new language but also adapt to the specific requirements of academic writing in the Ukrainian educational context.

In addition, student motivation plays a significant role in developing writing skills. If students realize the importance of improving their writing skills and understand that it will contribute to their professional and personal growth, the learning process will be much more effective. At the same time, low motivation, caused by fear of making mistakes or a lack of self-confidence, can make it difficult to master writing skills.

Modern information and communication technologies offer new opportunities for teaching writing. The use of electronic resources, online platforms, and automatic grammar and style checkers enhances the quality of written texts and allows students to identify and correct mistakes on their own. Thanks to digital technologies, the process of teaching writing becomes more interactive, flexible, and adapted to the individual needs of each student.

Therefore, mastering written texts in UFL by foreign students is an important issue that requires a comprehensive approach, which includes not only learning language norms but also considering cultural, cognitive, and motivational factors.

Analysis of previous studies and publications. Mastery of written texts in UFL by international students is a key aspect of their language training in Ukrainian higher education institutions. The development of communicative competence contributes not only to the acquisition of academic standards but also facilitates the successful integration of students into the educational, scientific, and socio-cultural environment.

The process of mastering UFL written texts by foreign students is challenged by many factors. One such factor is native language interference, which affects grammatical structures, syntax, and vocabulary. Another important aspect is the students' lack of familiarity with the genre-specific features of academic writing, including structured presentation, appropriate use of terminology, and compliance with stylistic norms. Given these challenges, teaching writing to international students requires specialized methods aimed at adapting and gradually increasing the complexity of learning tasks.

Effective teaching of writing can be achieved through a communicative approach that focuses on the practical use of language in various contexts. Model-based instruction, text analysis, integration of information technologies, and writing essays and scientific articles are key tools for developing writing competencies. The bilingual environment also plays an important role, as it promotes the development of writing skills through interaction with Ukrainian-language sources and communication with native speakers.

The challenges associated with mastering written texts UFL have been studied by such Ukrainian scholars as S. Popadiuk [5], N. Popovych [6], O. Tarnopolskyi [13], H. Shvets [10; 11; 12], M. Shlenova [8; 9], T. Betsenko [1], N. Korotka [4], O. Fedorova, I. Mykytyn [2], Tsurkan [14].

The text is the basic unit of learning, as it contains the necessary lexical and grammatical structures, stylistic features, and communicative models that reflect real-life speech situations. Analyzing the text as didactic material allows for the effective integration of various aspects of language activity, fostering skills in understanding, interpretation, and the creation

of original statements. Mastering texts involves not only the mechanical acquisition of language structures but also an awareness of their functions in context. Equally important is the development of skills in logically structuring information, which forms the basis of academic writing.

According to M. Tsurkan [14], the effectiveness of the text-centered approach stems from the fact that textual activity is a cognitive process that includes analytical, synthetic, and critical thinking components. In the process of working with texts, different types of speech activities are integrated: reading, writing, listening, and speaking. This integration contributes to a deeper understanding of the language system and its function in a particular context. In addition, the text serves as a means of intercultural communication, as it reflects the socio-cultural realities and communicative traditions of the target-language environment. The use of authentic texts in the educational process helps broaden the linguistic picture of the world for foreign students, enabling them to adapt more effectively to the new language space.

S. Popadiuk [5] expresses a similar opinion, stating that the development of productive writing skills plays a crucial role in mastering written texts. Working with texts involves many cognitive operations: analysis, generalization, systematization, and transformation of information. This process allows students not only to learn language material but also to apply it in their own communication activities, creating texts across different genres and styles. It is also important to consider the specifics of the students' native language, which can influence sentence construction and grammatical structures. Mastering written texts is a challenging yet essential stage in the development of academic literacy among foreign students, facilitating their successful integration into the educational space of Ukraine.

H. Shvets [10] conceptualizes the Ukrainian as a Foreign Language (UFL) textbook, focusing on its structural organization according to communicative spheres, including every day, educational, professional, and social interaction. Key to this approach is the criteria for selecting textual material, which is presented in various forms (oral/written, dialogic/monologic) and includes genre and style variations that correlate with the tasks of developing students' communicative competence. Of particular interest are professional texts, especially those in scientific and formal business styles, as their integration contributes to the development of academic and administrative discourse skills, which are essential for training specialists to meet professional qualification standards.

The linguocultural analysis of a literary text is explored in the scientific works of T. Betsenko [1], who argues that in the process of teaching Ukrainian as a foreign language, this analysis should be regarded as an intellectual and creative activity that integrates ethnographic and folklore components, expanding the boundaries of traditional language education and contributing to the formation of students' intercultural competence.

A similar perspective is shared by Ukrainian scholars O. Fedorova & I. Mykytyn [2], who propose the use of textual material that meets the following requirements: the inclusion of country-specific and professionally oriented information in

educational texts that is relevant for foreign communicators positively influences student motivation, stimulates analytical activity, and facilitates the conscious acquisition of language structures within real professional and social contexts.

The formation of listening and pronunciation skills is a fundamental stage in the process of learning a foreign language, as these skills ensure the effective development of all other types of speech activities. O. Tarnopolskyi, M. Kabanova present a valid argument that, at the initial stage, it may seem possible to master written speech without sufficient attention to listening and speaking. However, this perspective contradicts modern methodological principles of foreign language teaching.

The lack of an adequate level of listening and speaking skills hinders the formation of automated speech structures, which, in turn, complicates the transition from written to oral speech. Therefore, training courses should ensure the comprehensive development of speech activity, integrating listening and speaking as essential components of communicative competence. The inclusion of authentic audio material and systematic pronunciation training contributes not only to the correct reproduction of language units but also to the enhanced perception of foreign language information, which is a prerequisite for successful language acquisition.

According to N. Popovych [6], maintaining an accent in the process of learning a foreign language is acceptable, as in most cases, it does not interfere with effective interlingual communication. According to the principle of approximation, the level of automated pronunciation skills should be sufficient for native speakers to understand students' speech without difficulty. At the same time, students must demonstrate the ability to adequately comprehend the oral speech of both native speakers and other language learners who use an accent that remains intelligible.

This proficiency represents the baseline for ensuring effective oral communication, which implies the development of listening and productive speaking skills necessary for full interaction in a foreign-language environment.

N. Korotka [4] emphasizes that mastering professionally oriented reading is a crucial factor in the development of communicative competence, as it ensures the fulfillment of specialists' professional needs by activating conceptual thinking in students of non-linguistic higher education institutions. The formation of conceptual thinking occurs through a step-by-step process of "perception – conceptualization of a concept," which involves initial familiarization with objects and phenomena, followed by the deliberate construction of new meanings based on the analysis of professional texts. This approach contributes not only to a deeper understanding of professional vocabulary but also facilitates the integration of acquired knowledge into future professional activities. (Kopotka).

The purpose of this article is to analyze the specifics of mastering written Ukrainian as a Foreign Language texts in the process of language and professional training of foreign students in higher education institutions.

Presentation of the main research. Mastering written texts in UFL texts by foreign students of non-philological specialties

is a crucial component of their language training since writing requires not only proficiency in grammatical and lexical aspects of the language but also the ability to effectively structure, present arguments, and convey information coherently in writing.

First, it is important to consider the language units and constructions that should be emphasized by the teacher when preparing instructional materials. Since the correct perception of the material depends on the students' language proficiency level, this aspect helps prevent misunderstandings and mistakes, ensuring the effectiveness of the learning process. The teacher should focus on key linguistic elements relevant to a particular audience and ensure that they are adequately explained and applied.

In addition, emphasizing the authenticity of the material is a crucial element of the methodology, as authentic sources help students adapt to real-life communication conditions. Such materials immerse students in the language environment, allowing them to better understand and use the language in practical situations. However, it is necessary to consider the age and cultural characteristics of students to make the material both relevant and comprehensible.

For example, studying literary texts, such as Ukrainian poems or prose excerpts, has significant potential for developing critical thinking, text analysis skills, and linguistic adaptation. Such activities contribute not only to expanding students' vocabulary and grammar but also to enhancing their ability to engage with the cultural and artistic aspects of the language. Specifically, the use of methods such as text segmentation, group work, and collaborative discussion are effective tools for foreign students to grasp classic Ukrainian works, such as Taras Shevchenko's poem *The Hireling*.

In the first case, reading a poetic excerpt followed by its analysis involves the use of textual and contextual analysis methods, which help students not only understand the content but also interpret it within a particular cultural framework. This approach stimulates the development of critical thinking and independent literary interpretation skills. An important aspect is the integration of this type of activity into the exam preparation process, which allows students to systematize their knowledge and gain a deeper understanding of the text through commentary that enhances conscious reading skills.

The second approach, which involves creating a script for a theatrical adaptation of a literary work, is another powerful tool for studying literature. First-year students are encouraged to work with excerpts from the text, enabling them to create a bilingual adaptation that is accessible even to those who do not yet have a sufficient level of Ukrainian proficiency. This method, particularly the "puzzle reading" technique—where each group receives a specific passage that is then exchanged with others after discussion—not only facilitates comprehension of the text's meaning but also promotes a collaborative interpretative understanding.

In their textbook *Methods of Teaching Foreign Languages and Their Aspects in Higher Education*, O. Tarnopolsky & M. Kabanova [13] propose a stylistic criterion that emphasizes normative general literary pronunciation, ensuring correct language use

and preventing the inclusion of regional and dialectal forms that may distract learners from acquiring standardized language structures.

In our opinion, this is especially important for students in higher education institutions, where the development of an academic style of speech is crucial. The scholars also focus on optimizing the scope of language material, allowing the teacher to concentrate on the most essential aspects of the language relevant to a particular professional or real-life context. Restricting the volume of phonetic material also enhances language acquisition, as students can focus on key linguistic features, achieving a high level of approximation to native-like proficiency.

From our perspective, the primary objective of the methodology is to develop students' ability to express their thoughts in writing with clarity, logical coherence, and grammatical accuracy. Foreign students often encounter challenges in text composition, stemming not only from language barriers but also from limited practice in writing in a foreign language, as well as a lack of understanding of cultural nuances and the conventions of written communication in an academic context. Therefore, the methodology should address these challenges and facilitate the progressive development of skills through the integration of diverse methods and approaches.

We propose that training students in effective information retrieval and processing from various sources is a critical component of their intellectual development and preparation for academic tasks. Specifically, the ability to search for, analyze, and interpret information from texts, images, and tables is essential for fostering independent research skills and completing written assignments, reports, debates, and other academic activities. In this context, teaching students to utilize diverse sources for acquiring both cultural and linguistic information is a key step in their professional preparation.

At the entry level (A1/A2), the study of cultural aspects, such as the history of Ukraine, can include work with "composite" cards that allow students to extract relevant information from different historical periods of the country. This approach enables the development of a basic understanding of the cultural context and stimulates students' ability to analyze information, which serves as a foundation for further critical reflection on the material.

At intermediate levels (B1/B2), the learning process involves a more in-depth analysis of historical stages, which is facilitated through work with historical documentation, including both textual material and visual sources such as engravings, paintings, photographs, and posters. The integration of multimedia sources enhances students' comprehension of historical events and cultural phenomena, while also fostering critical thinking and creativity in approaching learning tasks. Such a methodological approach, which synthesizes textual and visual information, helps students not only gain cultural knowledge but also effectively apply it in academic and professional contexts.

We fully support the view of scholars that innovative technologies, particularly Internet-based resources, are transforming the educational process, especially in the context

of foreign language learning. T. Fomenko [3] emphasizes that educational websites serve as an effective means of creating optimal conditions for learning a foreign language, as they enable individualized instruction tailored to each student's needs. These resources offer multiple modes of information presentation, including textual and graphical formats, which provide diverse options for visual processing and allow instructors to adjust the complexity of materials based on learners' proficiency levels. The integration of audio elements on such platforms is particularly significant, as it facilitates multimodal learning, thereby enhancing overall educational effectiveness. Moreover, thematic organization of instructional materials supports a structured approach to language acquisition, significantly aiding comprehension and retention.

An important element of the methodology is the use of interactive learning platforms, such as Google Docs, Moodle, or other digital tools that allow students to collaborate on texts, leave comments, and discuss different wording options and strategies for text construction. This creates an environment that fosters teamwork and feedback, which is essential for developing writing skills in a foreign-language context. The use of such tools also allows students to receive immediate assistance from a teacher or peers, as well as to independently check their texts for errors.

Another important aspect is the use of electronic libraries and scientific databases, such as Google Scholar, JSTOR, or ResearchGate, which allow students to familiarize themselves with up-to-date scientific articles and examples of academic texts that can serve as models for writing their own papers. This not only expands students' vocabulary but also enhances their understanding of scientific text structures, common linguistic patterns, and academic writing standards.

Online resources also provide an opportunity to track the learning process, which is important for assessing students' progress and adapting instructional strategies to meet individual needs. The flexibility of digital learning tools, including the ability to access materials anytime and anywhere, is a significant advantage, as it enables students to study according to their own schedules, promoting greater autonomy and a higher level of independent work.

The main goal of teaching Ukrainian to foreign students is to enable them to use the language as a tool for professional activity, facilitating the resolution of communication challenges and the implementation of fundamental didactic principles, including accessibility, individualization, clarity, awareness, and engagement. This approach ensures effective student training, fostering competence in key language skills such as listening, reading, writing, and speaking. The integration of digital resources for such tasks significantly enhances motivation, stimulating interest in in-depth learning and broadening students' intellectual and cultural horizons.

In light of these considerations, we align with A. Prykhodko's [7] perspective on the urgent need to optimize the language training of foreign students in higher education institutions. Prykhodko emphasizes the necessity of combining traditional methods with technological approaches to structure the

educational process in alignment with contemporary realities, highlighting the benefits of their implementation in teaching activities that shape the developmental trajectory of foreign students' language competence.

Based on this premise, we propose an original method for memorizing texts, which integrates both traditional teaching strategies and a technological approach to enhancing foreign students' language proficiency.

The first stage involves the integration of handwriting-based learning with modern technologies. The conventional approach of manually rewriting a text while simultaneously pronouncing it can be enhanced through the use of specialized dictation software or online whiteboards for text recording. The key advantage of this approach is that it allows students not only to strengthen kinesthetic memory but also to actively engage with the material, paying focused attention to each word and phrase. Additionally, leveraging colored fonts or highlighting key terms in text editors enhances memorization by utilizing visual associations.

The second stage involves the key ideas method, which requires dividing the text into logical semantic parts. This approach can be further enhanced through multimedia tools. Students can create mind maps or infographics to visualize the key ideas of the text, representing them as graphic diagrams in which each idea or concept is interconnected with lines or arrows. This visual representation facilitates a deeper understanding of the material's structure and enhances retention.

The third stage incorporates the voice method, which can be optimized through digital technologies. The use of audio recordings and mobile learning applications enables students to record text and listen to it at their convenience. Additionally, integrated voice recognition features in language learning software allow students to automatically verify pronunciation and intonation, thereby reducing errors and enhancing the automatization of language production. Regular listening to these recordings reinforces information retention through auditory memory.

The fourth stage involves the audio method, which can also be adapted using information and communication technologies (ICT). Students can record the text using a voice recorder or employ specialized software to convert text to speech. They can also create interactive audiobooks or audio dialogues, incorporating functions that allow for repetition of specific segments. This promotes active engagement with the material, reinforcing auditory memory and facilitating more effective learning through repetition.

This integration of traditional methods, such as handwriting practice and verbal repetition, with advanced ICT tools (interactive platforms, pronunciation training apps, mind maps, and audio-based lessons) substantially enhances the efficiency of memorization and text acquisition, fostering the development of students' cognitive and linguistic skills.

Conclusions. Thus, the process of mastering written texts by foreign students is a complex and multifaceted task. From successfully solving grammatical and lexical challenges to overcoming cultural barriers and psychological difficulties,

every aspect of this process requires careful consideration and specialized instructional methods. The integration of modern technologies tailored to students' needs, along with continuous teacher support throughout the learning process, is crucial for

achieving success. Only through such an approach can students attain a high level of language competence and develop the ability to effectively express their thoughts in writing in a foreign language.

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