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STUDY OF THE UKRAINIAN LANGUAGE BY FOREIGN STUDENTS OF THE PREPARATORY DEPARTMENT BY MEANS OF ICT

Iuliia Kosenko

*Sumy National Agrarian University
The Foreign Students Center
160 Herasyima Kondratieva str., room 117, 40021, Sumy, Ukraine
phone: 0663114955
e-mail: write2yulia@ukr.net
<http://orcid.org/0000-0002-8884-5854>*

The article covers theoretical and methodological problems of teaching Ukrainian language to foreign students at preparatory faculties on the basis of personally oriented, competent and communicative paradigms. The expediency of using information and computer technologies to form the communicative competence of foreign listeners is substantiated. It was found that communicatively oriented texts positively affect perception and assimilation of educational material, the examples of assignments that have passed preliminary testing in the classroom are presented. Methodical advantages of learning Ukrainian as a foreign language using multimedia are demonstrated. It was found that this method has a greater degree of interactivity of learning, allows you to choose the pace and level of tasks, improves the speed of assimilation of grammatical constructions and the accumulation of vocabulary. The use of interactive video clips during oral language learning is substantiated. It has been proven that, by showing tables, photos and drawings on the topic of language communication, the principle of visuality is implemented. The modern approaches to study the Ukrainian language as a foreign language are presented. In this article the potential using of computer technology and the Internet during the learning of Ukrainian language are highlighted. The problem of selection of educational material that is used on computer media and Internet have been violated. The article analyzes the main aspects of the use of information and communication technologies in the study of the Ukrainian language as a foreign language, suggested the experience of using new information technologies, telecommunications in the study of the Ukrainian language as a foreign language; the positive aspects of innovative learning technologies, which are expedient to use in the learning process, are shown.

Key words: adaptation, communication, text, competence, communicative approach.

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Formulation of the problem. The current stage of education development system in Ukraine is characterized by the search for new forms, methods and means of teaching, upbringing and management and the introduction of educational innovations into the system of teaching Ukrainian as a foreign language.

The main purpose of modern language education is education of linguistic personality, that can think critically, capable of creativity and can use innovative technologies. This personality must possess language culture, communicative competence, humanistic outlook and ability to constantly improve himself.

The ability to express your thoughts orally and in writing is the key to success in any field. Especially when it comes to communication. Text is seen as one of the important forms of communication, which is the mechanism of becoming an individual as a social personality. The relevance of our research is to clarify the need to study linguistic and psychological features of mastering Ukrainian language by foreign students.

Analysis of recent research and publications. The communicative approach of studying Ukrainian language as a foreign language is central, as the ability to understand and speak is considered an indicator of language proficiency. Today the problem of the

necessity of introducing a communicative approach in the system of preparation of foreign students is substantiated in the works (A. Alekseenko, A. Alekseyuk, I. Bim, M. Buchkova, T. Dementieva, T. Denyshchuk, Y. Zhluktenko, O. Leontyeva, I. Zyazyun, M. Leshchenko, L. Palamar, O. Palki, E. Passov, N. Pirotti, O. Popova, N. Nichkalo, O. Rudnitskaya, O. Smolkin, G. Shvets, etc.).

At the initial stage of studying Ukrainian language by foreign students is carried out through in the light of cross-cultural learning. Getting acquainted with new tokens usually begins with semantization, in which the intermediary language is the largest helper, which in most cases is English, since this language is considered to be international and spoken by almost the entire world. However, this process changes substantially at an advanced stage, where the level of foreigners' proficiency in Ukrainian is tested by their ability to interpret the meaning of lexical units in a foreign language, which confirms the view that the use of reliance on the mother tongue of the students of the preparatory departments is unnecessary at this stage.

Identification of previously unexplained parts of the general problem.

Studying the Ukrainian language as a foreign language presents a number of tasks to foreign students of preparatory departments: first, to adapt to learning in universities of Ukraine; Secondly, they must learn grammar with lexical course; Thirdly, should learn to speak Ukrainian; Fourth, to learn not only everyday vocabulary, but at a sufficient level to master the language specialty; Fifth, improve the skills of independent work with educational text.

Foreign students come from different countries, so their language, traditions, and culture of behavior are significantly different from our outlook and mentality. Adaptation in foreign nationals can take from 1 to 3 months, and in some cases up to a year. At this time, it is necessary to create the most comfortable conditions for living and studying foreign nationals. Adaptation is a complex multifactorial phenomenon that has its own mechanisms and patterns, which are studied by representatives of many branches of science. In accordance with their professional interests, they focus on certain types of adaptation - biological, mental, psychological, socio-psychological, social, socio-pedagogical, professional, etc. In this connection, many conflicting definitions of this concept are used in the contemporary literature. Adaptation can be considered as a process, condition, property or result of activity that arises under certain conditions and lasts for a certain period, until the dynamic equilibrium between the adaptive systems is established.

According to N. Kondratova, the token adaptation (from the Latin "adapto" - "adaptation") originated in biology to indicate the process of adaptation of the structure and functions of the organism to environmental conditions.

Questions of adaptation of foreign students to the conditions of new educational environment are being studied by D. Arsenyev, K. Burakova, A. Voronezhseva, M. Ivanova, D. Porox, A. Chorna, T. Yazvynskata, K. Burakova, A. Zinkovskyi, A. Kravtsov, N. Titkova and others. Scientists often identify three groups of adaptation problems: academic, i.e. related to the educational process; individual, related to personality traits; and socio-cultural, related to the conditions of the new social environment, which are intensively studied and successfully applied in the practice of teaching foreigners in universities.

The adaptation of foreign students to Ukrainian realities is a complex process that can be managed and accelerated. This process involves many aspects. The most difficult of them, according to T. Dovgodko, is adaptation to: new climatic conditions and

weather; new socio-cultural environment; new educational system; to a new language of communication; the international character of the groups.

A foreign national begins to adapt to our country, to our language, after being able to understand and speak Ukrainian at a sufficient level. For better language acquisition, most universities in Ukraine are using ICT. An interactive whiteboard, multimedia presentations, sites and many different exercises make it interesting to learn Ukrainian as a foreign language.

One of the current methods of teaching Ukrainian as a foreign language is information and communication technologies (ICT) and the Internet, which open up access to new sources of information to foreign students, motivate them to learn Ukrainian, and increase the efficiency of their independent work.

The methodology of teaching Ukrainian as a foreign language is a relatively young science. This is the reason for the attention of teachers and methodologists to innovate. The works of O. Kalinichenko, I. Kochan, O. Samolysova, T. Skorbach, L. Roman and others are devoted to determining the most effective use of Internet resources in teaching Ukrainian language to foreign students of different specialties.

Problems of using innovative technologies in the Ukrainian language as a foreign language are explored by O. Antoniv, Yu Artemyeva, C. Vdovych, A. Heydel, Yu. Hapon, M. Hrymych, I. Dovhi, A. Zarycka, G. Ivanyshyn, O. Kalinichenko, O. Kovalenko, A. Kovaleva, I. Kochan, V. Korzhenko T. Kudinov, V. Litvyak, K. Marhstych, L. Macko, Y. Mozhar, L. Oliynyk, M. Onishchenko, M. Opanasyuk, O. Palka, O. Ponomarev, A. Riznichenko, O. Samolysova, T. Skorbach, B. Sokol, G. Temnik, Yu. Turchenko, A. Chernova and others.

Formulation of the whole article. The purpose of the article is to formulate the communicative competence of foreign trainees of Preparatory Department by means of ICT. In this regard, to develop the communicative competence of foreign students of the preparatory department through the formation of a linguistic personality based on the acquisition of all types of speech activity.

Every year more and more use of the newest methods and techniques of training using technical means: audiovisual methods, computer programs that aim to teach foreigners to use standard language constructions for a rather limited time, to develop communication skills in various situations of life, to provide the basics of rules letters and key to understanding with speakers of another language, as well as to prepare for communication, to familiarize with the traditions and culture of our country.

The methodological advantages of learning Ukrainian as a foreign language using multimedia means that this method has a greater degree of interactive learning, allows you to choose the pace and level of tasks, improves the speed of learning grammatical constructions and vocabulary accumulation. Another benefit is the ability to use interactive video clips while learning oral language. Certainly, demonstrating tables, photos and figures on the subject of language communication, the principle of clarity is implemented.

Illustrations, videos make communication lively and interesting, and the task of teaching Ukrainian as a foreign language is to teach students to use all the possibilities of computer technology. However, multimedia materials should never be confronted with the teacher, since the use of ICT is only one of the additional means of independent learning of the non-native language by foreigners.

Presentation of the main material. The use of Internet resources in teaching

Ukrainian as a foreign language allows you to: develop reading skills directly using network materials of varying degrees of complexity; improve writing skills and the ability to speak monologue and dialogue based on problematic discussion of network materials; refill your vocabulary and more.

Using the Internet, you can also present your educational or cultural information in a convenient and visual way based on hypertext, organize a video conference, use for chatting or email.

The Internet gives the opportunity to communicate in any social network: “Classmates”, “Facebook”, “Skype”, “Viber” “WhatsApp” and others. Due to these social networks, foreign students are completing a lexical database that promotes information literacy.

In the 21st century, due to the use of the latest technologies in the field of education, significant changes have been made: the teacher ceases to be the center of learning, and the student is no longer an object but his subject. Proof of the wide possibilities of the Internet during the independent study of the Ukrainian language are: special training exercises for distance learning of languages, online testing, electronic correspondence and more.

As is known, every foreign student wants to master their non-native language in a short time. Of course, attending classes in Ukrainian as a foreign language helps the foreign student learn the language, but, as practice shows, this is not enough at the initial stage of studying.

Independent work plays an important role in the study of foreign languages. A foreigner who practices daily for 3-4 hours independently starts speaking Ukrainian much faster. In most cases, foreign students choose ICT for further study. It’s a simple, interesting and fast method that lets you get the information you need online.

Now every student has access to the Internet, which allows you to quickly find the information you need and create all the conditions for communication. In particular, “googling” has become commonplace, without which young people can no longer imagine their lives.

Creating a situation of success, favorable conditions for the full-fledged activity of each foreign student is the main goal, which is the basis of innovative teaching technologies.

ICT and the Internet create the conditions for a favorable learning of a foreign language. The use of innovative methods significantly improves the quality of presentation of the educational material and the efficiency of its assimilation by foreign students.

The introduction of video material in the Ukrainian language as a foreign language gives the opportunity to qualitatively change the learning process and, in the future, to ensure a higher level of mastery of the Ukrainian language. “The videos have a greater linguistic and methodological potential because they clearly demonstrate the different processes of non-cultural communication. Working with video allows to compare features of behavior of people in various situations of intercultural communication”.

The use of multimedia in the learning process is impossible without the help of technical tools such as a computer, an Ultrabook, a tablet or a modern mobile phone (smartphone). The computer not only provide viewing videos that describe the technological process in a foreign language, it also provides the foreign student the opportunity to review and test their knowledge.

The advantages of computer technology are that it promotes a more active and conscious acquisition of Ukrainian language skills by students; computer programs create a positive attitude of educational material towards foreign students; the introduction of

computer technology into the educational process can enhance the intrinsic motivation for learning.

The advantages of using computer technologies and the Internet in the educational process also include: fast sharing, search, information processing; increasing foreign student autonomy; the impulse to self-study; familiarity with professional information; group work outside the institution; increase in information literacy among foreign students; ability to publish their own information; to create your own home page and posting it on the Web-server and more.

T. Horkovo proposes to highlight the following factors of the use of information technologies in the process of learning Ukrainian:

1) ICT as an information resource (electronic manuals, tutorials, wiki encyclopedias, multimedia presentations, etc.);

2) ICT as a form of training (video conferences, webinars, roundtables, etc.);

3) ICT as a resource to highlight the results of training and as a means of exchanging information between all entities training activities (blogs, social networks, chat rooms, forums, etc.).

At the present stage of education development, media allows you to combine in a single computer system software technical text, sound, video, graphics and animation. However, despite this, the educational environment must be integrated in both traditional and computer-based learning.

The most difficult task for international students is text-based work. Before creating a text, a foreign student must: Form a systematic knowledge of the language as a means of expressing one's thoughts and feelings; develop universal ways of thinking and improve the skills and abilities to work independently with educational text; broaden outlook; develop practical skills in language culture, adhere to linguistic norms; learn to use dictionaries and other reference books; to form a common speech competence.

It is the work with the text that gives the opportunity to form a well-developed personality, which freely operates with meanings, multilevel and multistructured models for creative realization of life goals, tasks and intentions.

Research of scientific works in the field of text as linguistic, socio-cultural and cognitive, text formation and theory of speech communication, obtained by linguists (V. Vinogradov, I. Halperin, I. Kochan, L. Matsko, M. Plusch, O. Potebvoda, etc.) linguistics (O. Goroshkina, I. Drozdova, L. Matsko, S. Karaman, M. Pentylyuk, V. Stativka, etc.) determined the urgency of finding new methods of organizing the educational process to solve the problem of communicative competence of foreign students of the preparatory department through a coherent statement – texts, that listeners perceive, analyze, create, produce, define the functioning of certain linguistic phenomena, establish meaningful and grammatical connections, improve the ability to achieve the communicative goals defined by the speaker, that is, having a direct access to speech.

M.I. Pentylyuk points out that when analyzing a text, one must take into account such linguistic concepts as oral and written texts, artistic and non-fiction, prose and verse, monologic and dialogical, narrative, description, reflection, paragraph, macrotext and microtext, context and others. Oral text - the product of a living speech, written is a product of writing or printing.

Expressions are text, so the focus in the formation and development of communicative competence is working with text. At the initial stage of studying the linguistic and psychological features of mastering the Ukrainian language to foreign

listeners are: the perception and understanding of texts, their structural features, as well as the study of vocabulary.

Linguistic M.I. Pentyluk, analyzing the text in language lessons, identifies the following basic stages: defining the theme and basic thought of the text; paragraph selection (micro topic); definition of style and type of speech; analysis of text structure; analysis of linguistic means (lexical, grammatical, stylistic) [1 : 30].

In theoretical studies, the text-centric approach is considered by researchers (O. Andriets, N. Gorbachev, T. Lopatukhina, N. Medinskaya, M. Pentilyuk, O. Selivanov, L. Shianyuk) as the most productive according to the goals of communicative-activity and cognitive methods and as most promising for the systematization and analysis of language material.

At present, there is no consensus on text in the field of communication. According to O. Semeniuk, some scholars identify the process of communication with the text, considering it as the embodiment of communication itself. Others view the text as a result of communication, relating it to the concept of «discourse».

According to F. Batsevich, the diversity of approaches to interpretation of the text is due to many reasons, especially the importance of this concept for man, its complexity, as well as the centuries-old tradition of studying it in different spheres of knowledge. Text as a phenomenon of linguistic and non-linguistic reality is a complex phenomenon that performs various functions: it participates in communication, helps to store and transmit information in space and time, fixes the mental life of individuals, is a product of a specific historical era, a form of cultural existence, a reflection of certain sociocultural tradition etc.

By definition of linguist F. Batsevich, the text is the result of communication (interactions and transactions), its structural and linguistic component and at the same time final realization; a structure that embodies a “live” discourse after its completion.

The rapid development of linguistic-didactic research in recent years has contributed to the transition of language learning and its teaching in various educational institutions at text level. The main means of presenting linguistic information is text. The texts are selected on the basis of communicative needs of foreign students, their cognitive interests and educational tasks of study. During the work on the text, the students of the preparatory departments get acquainted with the achievements of Ukrainian science and culture, read about prominent people of Ukraine in the field of science, culture and sports. The texts also convey the artistic atmosphere of Ukraine, introduce to the life and work of prominent figures of Ukrainian culture.

The study of language based on the text-centric approach is explored by modern linguistics (T. Gorokhova, O. Goroshkina, T. Okunevych, M. Pentilyuk, T. Symonenko, S. Karaman, etc.).

The definition of the term “text” refers to one of the debatable issues that is ambiguously considered by linguists (I. Halperin, O. Ponomarev, O. Selivanov, etc.), psychologists (L. Vygotsky, I. Zimnya, I. Sinitsa, etc.) and linguistics (O. Bilyaev, O. Goroshkina, V. Melnichiko, M. Pentilyuk, etc.).

The text-centric approach involves understanding the text as a speech expression. It is based on the unity of language, speech and spelling competences. At each lesson, the Ukrainian language teacher must teach foreign students: to understand the texts on educational and everyday topics, to read adapted literature, scientific, journalistic, newspaper texts, to speak on educational and everyday topics, to familiarize with the basic structural types of styles of Ukrainian.

According to M. Pentylyuk, the test-centric approach allows to carry out all the tasks of training in their complex, namely: formation of skills accurately, appropriately, express their thoughts clearly, adhering to the rules of constructing utterances, convince the listeners of the correctness of their considerations; improving the ability to discuss different patterns of expression, identify their strengths and weaknesses; developing a culture of debate, controversy, debate, following the rules of communication and culture of speech; the formation of speech competence in the unity of oral and written speech. Thus, linguistic analysis of the text provides communicative and functional-stylistic approaches to language learning: analyzing, students learn its communicative features (role in communication), stylistic affiliation and functions of linguistic units [1 : 30].

Popova O. defines the Ukrainian-language text as the basic didactic unit of the educational process in dealing with students and students for whom Ukrainian is not native, acts in various capacities: as a means of illustrating linguistic phenomena (functioning of a certain norm); as an example (model) for language imitation in compliance with a norm; as a source of linguistic information on certain functional and stylistic features of linguistic constructions, etc. However, the most important value of the text is its ability to serve as a material for organizing situational (communicative) exercises, as well as to act as a result of speech activity: the level of formation of communicative skills is revealed during the creation of their own utterances, text creation.

At present, there is no clear classification of methodological approaches to learning, but the views of most linguistic guides coincide with the emphasis on a text-centered approach to learning Ukrainian as one of the most important in the formation of linguistic and speech competence.

V. Nisheta emphasizes that text-based language learning contributes to: improving the quality of knowledge, cognitive interest in the subject; search, understanding of information and its complete and deep transmission; development of creative cooperation; using the experience, ideas and approaches of others; development of emotional and aesthetic sensitivity.

Scholars (T. Simonenko, I. Hudzik, A. Khutorsky, R. Millrud, and I. Chernykh) characterize competence as a personal characteristic of a student, an ability based on his / her acquired knowledge, his / her life and educational experience, values and inclinations. Competence is a narrower concept that characterizes the synthesis of knowledge, skills and abilities that allow a student to successfully perform a certain activity, role, function.

Chernykh I. proposes to interpret speech competence as an integral quality of a person, manifested in the ability and willingness to use linguistic means, regularities of their functioning for constructing and understanding speech utterances.

Conclusions. All researchers agree, that texts used in a foreign language audience can be classified by different criteria: by source, by functional and stylistic features, by subject matter, by volume, by grammatical expediency, by communicative expediency, by informative saturation, by functional types, by value characteristics, by educational task, etc.

Thus, the use of ICT and the Internet while studying Ukrainian by foreigners helps to: increase the motivation of foreigners to study Ukrainian; effective assimilation of educational material; the formation of a comprehensive knowledge system that allows rational use of study and non-teaching time to learn Ukrainian; introduces a novelty element; allows to bring foreigners to a fundamentally new level of mastering a non-native language. Increasing the level of knowledge and cognitive activity of foreign students is

also due to: development of creative abilities and abilities of foreign students; creation of conditions for self-education of foreigners; increasing the use of ICT-enabled visibility; acquisition of real-world experience of intercultural communication in Ukrainian as a foreign language; developing the ability to navigate in a modern foreign-language information environment.

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ВИВЧЕННЯ УКРАЇНСЬКОЇ МОВИ ІНОЗЕМНИМИ СТУДЕНТАМИ ПІДГОТОВЧОГО ВІДДІЛЕННЯ ЗАСОБАМИ ІКТ

Юлія Косенко

Сумський національний аграрний університет
Центр по роботі з іноземними студентами
вул. Герасима Кондратьєва 160., к. 117, 40021, Суми, Україна
тел.: 0663114955
ел. пошта: write2yulia@ukr.net
<http://orcid.org/0000-0002-8884-5854>

У статті висвітлюються теоретико-методологічні проблеми навчання української мови іноземних студентів на підготовчих факультетах на засадах особистісно орієнтованої, компетентнісної та

комунікативної парадигм, а також розглядається текст як одна з важливих форм спілкування. Встановлено, що тексти комунікативної спрямованості позитивно впливають на сприйняття та засвоєння навчального матеріалу, наведено приклади завдань, які пройшли попередню апробацію в аудиторії. Зазначено, що робота з текстом дає можливість сформувати всебічно розвинену особистість, яка вільно оперує смислами, багаторівневими та багатоструктурними моделями для творчої реалізації життєвих цілей, завдань і намірів. Продемонстровано методичні переваги вивчення української мови як іноземної з використанням мультимедіа. З'ясовано, що цей метод має більший ступінь інтерактивності навчання, дозволяє обирати темп і рівень завдань, покращує швидкість засвоєння граматичних конструкцій та накопичення словникового запасу. Обгрунтовано використання інтерактивних відеокліпів під час вивчення усної мови. Доведено що, демонструючи таблиці, фотографії та малюнки на тему мовного спілкування реалізується принцип наочності. Представлено сучасні підходи до вивчення української мови як іноземної. З'ясовано, що комунікативний підхід у вивченні української мови як іноземної є центральним. Виокремлено три групи проблем адаптації: академічні, тобто пов'язані з навчальним процесом; індивідуальні, пов'язані з особливостями особистості; і соціокультурні, пов'язані з умовами нового соціального середовища, які інтенсивно вивчаються і успішно застосовуються в практиці навчання іноземців у закладах вищої освіти. Обгрунтовано доцільність використання інформаційно-комп'ютерних технологій для формування комунікативної компетентності іноземних слухачів. Проаналізовано використання Інтернет-ресурсів у навчанні української мови як іноземної. З'ясовано, що запровадження відеоматеріалу з української мови як іноземної дає можливість якісно змінити процес навчання та в перспективі забезпечити більш високий рівень володіння українською мовою. Висвітлено потенційні можливості використання комп'ютерних технологій та мережі Інтернет у процесі вивчення української мови як іноземної. Порушено проблему відбору навчального матеріалу, який використовується на комп'ютерних носіях та мережі Інтернет. У статті проаналізовано основні аспекти використання інформаційно-комунікаційних технологій у вивченні української мови як іноземної, запропоновано досвід використання нових інформаційних технологій, телекомунікацій у вивченні української мови як іноземної; показано позитивні сторони інноваційних технологій навчання, які доцільно застосовувати у процесі навчання.

Ключові слова: адаптація, комунікація, текст, компетентність, комунікативний підхід.

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