

is a well-known debate about the use of passive vs. active voice, noun phrases vs. verbs, and Present Simple vs. Present Perfect in abstracts). This necessitates switching from traditional model writing (using clichés) to the development of such skills as conciseness (for 50-word abstracts), clarity (for longer abstracts), knowing your audience (to differentiate styles between academic and popular science editions, writing for publication or conference presentation). It is also essential for young researchers to be aware of the importance of correct choice of keywords, for the international readers to make his/her choice consciously, as well as to simplify the readers' access to a paper on the Internet through digital searching.

*S.S. Kostiuk, lecturer
SIHE "Kryvyi Rih National University"*

LINGUO-DIDACTIC BASES OF FOREIGN STUDENTS' INTERCULTURAL COMMUNICATION COMPETENCIES FORMATION IN STUDYING THE UKRAINIAN LANGUAGE

Increasing number of foreign students in Ukrainian high educational institutions has promoted the development of methods of teaching Ukrainian as a foreign language. For this purpose "The concept of language training for foreign students in Ukrainian high educational institutions" has been developed. It has been defined that the aim of language training of foreign citizens is to meet the demand of communication in different areas, such as scientific, socio-political, socio-cultural, colloquial; harmonious development of personality capable to the intercultural dialogue. A lot of textbooks and teaching aids have been published. However, the issues of development of methods and techniques of teaching Ukrainian as a foreign language, their adaptation to the changing life conditions are still topical.

Issues in the field of Ukrainian language teaching are studied in the works by Z. Bakum, L. Bey, I. Zhovtonizhko, N. Yefimova, A. Kulyk, B. Sokil, O. Trostynska and others.

The analysis of scientific literature shows that extralinguistic, system, communicative, functional, person-centered, complex, competency-based, cultural approaches are applied to the development of

intercultural communication of foreign students. Among the didactic principles, scientists identify the principles of awareness, sequence, accessibility, systematic and consistency, demonstrativeness and combination theory and practice. Direct, audio-lingual, practical, communicative and read methods are used for the realization of goals, objectives and content of education. According to the above principles and methods of teaching foreign students Ukrainian the following exercises such as communicative, conditional-communicative and non-communicative have been divided by S. Shatilov. According to criteria of reception or output of information S. Nikolayeva has classified exercises as receptive, reproductive, receptive-reproductive, productive, receptive-productive.

Developing exercises for oral communication training N. Gez is based on three principles. They are the sequence of oral skills formation, which involves the use of language and speech exercises; types of exercises are connected and can be used at any stage of learning; the choice of exercises within the type depends on a learning stage. According to these principles, the scientist distinguishes language (simulation, transformation of information) and oral (prepared and unprepared speech) exercises.

At the same time, to develop foreign students' intercultural communication competencies S. Bachmann, S. Gerhold and G. Wessling have distinguished exercises aimed at: 1) intercultural awareness and perception improvement (description of pictures, story narration, situation assessment); 2) opinion expression (odd out wrong words, conversation on general ideas, project work); 3) culture comparison (sociocultural components comparison, stereotypes comparison, discussion of general ideas); 4) communicative competence formation in intercultural situations (word expression analysis and comparison, translation, listening activities, intercultural team-work, role discussion).

Nowadays teaching of foreign languages is impossible without the involvement of students in foreign language culture. The role of cultural information have to match the experience, needs and interests of students and should be compared with similar experiences in the country of target language.