



## **Cross-cultural linguistic workshop on the ukrainian language with resource-based learning of foreign students**

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### **ABSTRACT**

The article presents the results of the experience of creating educational sites for the implementation of resource-based learning, which is interpreted as a holistic dynamic process of organizing and stimulating independent cognitive activity of foreign students to master the skills of active transformation of the information environment, mastering by students of knowledge of the Ukrainian language, cross-cultural knowledge taking into account information needs of the chosen educational program which provides optimal use of information resources by the triad «student-teacher-librarian».

The aim of the study is to characterize the main directions of RBL implementation in the study of the Ukrainian language by foreign students at the universities of Poltava, Ukraine. The experiment involved 246 foreign students from the Ukoopspilka University "Poltava University of Economics and Trade". The experiment was carried out in a distance learning environment. Research methods are as follows: theoretical, empirical, methods of mathematical statistics. The main directions of implementation of resource-based learning in the study of the Ukrainian language by foreign students were determined: 1) development of educational sites for teachers and their further implementation in the learning process; 2) didactic contamination and intensification of independent cognitive activity of students during training on the basis of use of information resources; 3) informative saturation of electronic educational resources for activation of independent cognitive activity.

**Keywords:** resource-based learning, learning process, concept, electronic educational resource, cross-cultural education.

### **INTRODUCTION**

The urgency of the problem is due to the need to find new approaches to cross-cultural training of future professionals in various fields, preparing foreign students for effective learning in another cultural environment of Ukrainian higher education institutions. In this context, the modernization of the content of higher education in Ukrainian universities is intensifying towards the formation of foreign language (for foreign students in Ukraine it corresponds to the ability to master and communicate in Ukrainian) competence and cross-cultural competence of students, which makes them active participants in cultures of different countries. The basis of this context is a *cross-cultural approach*, which involves the mastery of future professionals a set of cross-

cultural knowledge, formation of cross-cultural competence of students, education of special attitude to representatives of other cultures and process of cross-cultural interaction, and also effective organization of educational process in domestic universities with foreign students.

Defining cross-culture as a link in the formation of contacts between cultures, which contributes to the establishment of communication within different cultural communities, creates conditions for productive «live communication» between ethnic groups for the sake of understanding and recognition of each other's rights. Of particular importance for foreign students is the need to learn the basics of the Ukrainian language as a tool for communication, understanding, effective learning in the Ukrainian university. This actualizes the search for new approaches, concepts, samples of promising practice of training foreign students in the Ukrainian language. The introduction of the concept of «Resource-based learning (RBL)» will help to solve the problems of improving the quality of teaching foreign students the basics of communication with the help of the Ukrainian language (Kononets, 2018).

The issues of implementation of the RBL concept are thoroughly researched by ukrainian scientists (Grinyova, 2008; Burak, 2014; Sichova, 2014; Popova, 2015; Kononets et al., 2018; Soloshenko, 2018; Litvinova, 2019; Kononets et al., 2021; Otravenko et al., 2021; Tarasenko et al., 2021), who see in such an organization of the learning process the prospect of expanding educational opportunities for students and teachers in the event of a full-scale transition of higher education institutions to RBL. However, the problem of RBL implementation in the study of the Ukrainian language by foreign students has not received systematic coverage in the scientific and pedagogical literature. At the same time, as noted by O. Soloshenko, the humanitarian disciplines have a powerful informative potential in the use of RBL for the effective organization of independent work of students, which is especially important during the distance learning process (Soloshenko, 2018).

Therefore, the article will analyze the experience of creating educational sites for the implementation of resource training, as well as proposed. assimilation by students of knowledge of the Ukrainian language, intercultural knowledge, taking into account the information needs of the chosen educational program, which ensures the optimal use of information resources by the triad "student-teacher-librarian".

## MATERIALS AND METHODS

The aim of the study is to characterize the main directions of RBL implementation in the study of the Ukrainian language by foreign students at the universities of Poltava, Ukraine.

As part of the project «RBL in higher education», which is implemented in University of Ucoopspilka «Poltava University of Economics and Trade», Poltava National Pedagogical University named after V. G. Korolenko, Poltava State Medical University, University «Ukraine», we conducted a pedagogical experiment, the purpose of which was to create and implement a system of didactic conditions for foreign students to acquire cross-cultural knowledge.

A total of 246 foreign students from University of Ucoopspilka «Poltava University of Economics and Trade», Poltava National Pedagogical University named after V. G. Korolenko, Poltava State Medical University, University «Ukraine» took part in the pedagogical experiment. The experiment was conducted in the conditions of distance learning (2020–2021 academic year).

Among the research methods used in the experiment are as follows:

- 1) theoretical – analysis of pedagogical, educational and methodical literature on the topic, synthesis, comparison and comparison, induction and deduction, analogy, which allowed to develop a platform and content of electronic interactive educational resources «Cross-cultural linguistic workshop on the Ukrainian language» and «Traditions of Ukrainians: from ancient times to the present»; generalization, design and forecasting for theoretical argumentation of the system of didactic conditions of the pedagogical experiment, which is aimed at the acquisition of cross-cultural knowledge by foreign students;
- 2) empirical – conversation, testing, focus group interviews, narrative method for determining the level of cross-cultural knowledge, pedagogical observation, graphic methods, self-assessment, pedagogical experiment to test the effectiveness of the system of didactic conditions for foreign students to acquire cross-cultural knowledge.
- 3) methods of mathematical statistics - for statistical processing of experimental research data.

## RESULTS AND DISCUSSION

The realities of today prove that the professional training of foreign students in Ukrainian universities lacks professionalism in the process of cross-cultural interaction with representatives of other cultures. This indicates a low level of their cross-cultural competence and, consequently, significant gaps in professional training. To date, the problems of creating and high-quality organization of cross-cultural preparation of foreign students for communication in Ukrainian society, educational environment of the university, which accumulates not only communication, organizational, logistical, scientific and methodological resources, but also the intellectual and cultural potential of scientific and pedagogical staff and students have not been solved. Knowledge of norms and rules of interpersonal interaction at the intersection of cultures, the ability to cooperate, tolerantly and openly respond to cultural characteristics, resolve cross-cultural conflicts, apply cross-cultural knowledge in practice -

these and other indicators determine the cross-cultural competence of students from other countries, enabling the successful implementation of the educational process. The strategic task of Ukrainian higher education institutions is to find and implement new approaches to the training of foreign students for the systematic development of their cross-cultural competence, which includes the ability to communicate successfully in the educational process using the Ukrainian language.

In the context of our study, RBL is considered as a holistic dynamic process of organizing and stimulating independent cognitive activity of foreign students to master the skills of active transformation of the information environment, assimilation by students of knowledge of the Ukrainian language, cross-cultural knowledge taking into account the information needs of the chosen educational program, which provides for the optimal use of information resources by the triad «student-teacher-librarian» (Kononets, et al., 2020).

The process of teaching foreign students of the Ukrainian language is considered as a set of consistent and interconnected actions of the teacher and students aimed at: conscious and strong assimilation of the system of knowledge, skills, abilities; formation of skills to apply them in life and study in the educational environment of the Ukrainian university, development of independent thinking, independent cognitive activity and other abilities of students; in addition to mastering speech and professional speech competencies, mastering elements of the culture of mental work and information culture; formation of the foundations of worldview and worldview of information and communication space.

Thus, the process of RBL of foreign students of the Ukrainian language is interpreted as a partnership of teacher and students, during which the stimulation and organization of active independent cognitive activity of students in order to master the system of scientific knowledge, skills outlined in the content of teaching each specific discipline, as well as the acquisition of cross-cultural knowledge. Cross-cultural knowledge of foreign students includes information about:

- their cultural affiliation and their cultural traditions, in order to use this knowledge in the process of communication with Ukrainian students and teachers and to develop certain strategies in communication and learning;
- specifics of business culture of Ukrainians and other nations;
- features of the mentality of Ukrainians and other peoples;
- native culture, native language, as well as Ukrainian as a foreign language;
- ethnocultural features of Ukrainians and other peoples of the world (history, language, customs, rites, traditions, etc.);
- generally accepted norms and rules of conduct in interaction with representatives of Ukraine and different peoples and cultures;
- knowledge of terminology, context, and not narrow, situational, but quite broad, culturological;
- symbol system, in terms of which communication takes place.

This knowledge, as well as the ability to apply it in practice is the basis of cross-cultural competence of foreign students, which we understand as the ability to successfully communicate with representatives of Ukrainian culture; a set of cognitive, behavioral and motivational-emotional components that allow individuals to adapt effectively in the cross-cultural environment of the Ukrainian university. According to O. Burak, this competence includes:

- 1) knowledge that provides the necessary information for effective interaction;
- 2) motivation (for example, a positive attitude towards another culture);
- 3) skills, ie the necessary behavioral skills for effective interaction;
- 4) empathy (Burak, 2014).

The RBL process of foreign students of the Ukrainian language is aimed at the following main tasks:

- formation of students' communication skills by means of the Ukrainian language;
- formation of students' skills to formulate the purpose of educational activity, to model and design own educational activity;
- development of the desire to achieve the goal;
- formation of skills to evaluate and analyze the results of educational activities and express them by means of the Ukrainian language;
- mastering rational methods of working with educational materials, information resources;
- formation of skills to search for information and process it qualitatively;
- development of fruitful cooperation of the triad «student-teacher-librarian» as an innovative form of interaction, in which the teacher helps the student to study independently, and the librarian helps in finding, selecting various information resources (university and electronic libraries, repositories, etc.).

Implementation of tasks is considered in the context of the initial search for optimal ways and principles of improving the quality of foreign students learning the Ukrainian language in the specified coordinates with the intention of further research of important factors to increase the effectiveness of teaching language disciplines in higher education institutions in Ukraine on the basis of a competency-based approach. Therefore, we see RBL as one of the conditions for improving the quality of cross-cultural language education in the current conditions

of Ukrainian universities.

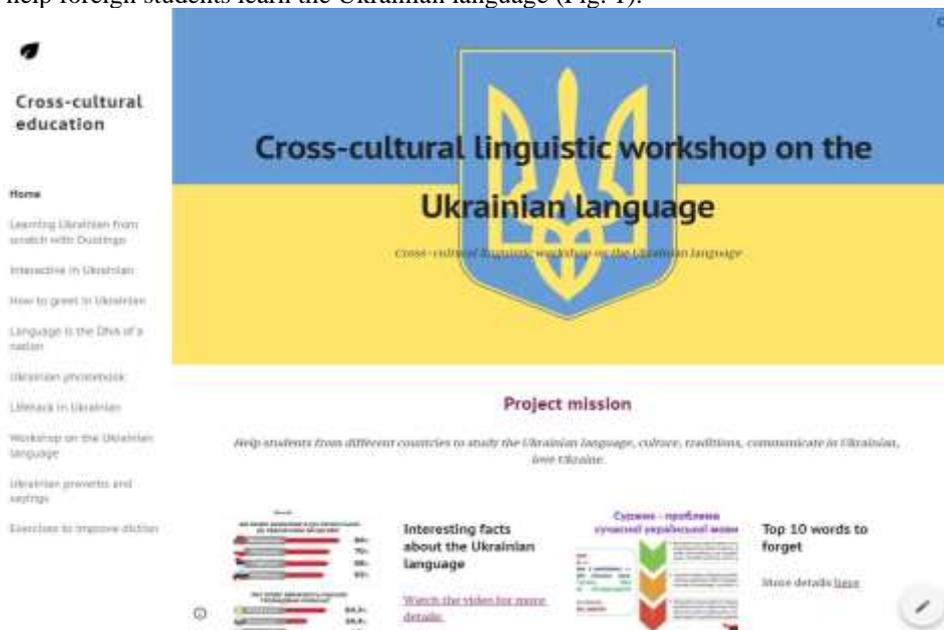
The essence of RBL of foreign students of the Ukrainian language is to give the student the role of researcher of the information environment (explorer) and to the teacher - the role of tutor (tutor) and ensuring the freedom of choice of information resources for: effective assimilation of knowledge by students, acquisition of skills and abilities outlined in the content of each discipline; improving the quality of teaching disciplines (quality indicator and absolute success); self-regulation of educational activity (formation of students' ability to see the ultimate goal of activity, independently find ways to achieve it and seek its implementation). Auxiliary role in the RBL process of foreign students of the Ukrainian language is assigned to librarians, who should be involved in helping students in the process of finding information when working with both printed and electronic resources (Kononets, 2016).

One of the areas of implementation of RBL in the study of the Ukrainian language by foreign students is *the development of educational sites for teachers and their further implementation in the learning process*. The teacher's educational site is, in fact, a set of teaching materials and educational services created on the World Wide Web to organize the educational process on the basis of modern network services. The main components of the site are a set of electronic teaching materials and a system of educational services available to any student from the Internet (Kononets et al., 2018; Litvinova, 2019).

As part of the project «RBL in high school, which is implemented in University of Ucoopspilka «Poltava University of Economics and Trade», Poltava National Pedagogical University named after V. G. Korolenko, Poltava State Medical University, University «Ukraine», by teachers of the Department of Pedagogy and Social Sciences (University of Ucoopspilka «Poltava University of Economics and Trade»), we conducted a series of master classes and trainings for teachers of other universities «Usage of Internet resources», «Application of social networks in students' educational activities», «Development of distance-based courses», «How to create an electronic educational resource», «Modern approaches to creating educational methodical complex of discipline», «Personal site of the teacher» (trainer d. ped. sci. N. Kononets). Following these events, the following results were recorded.

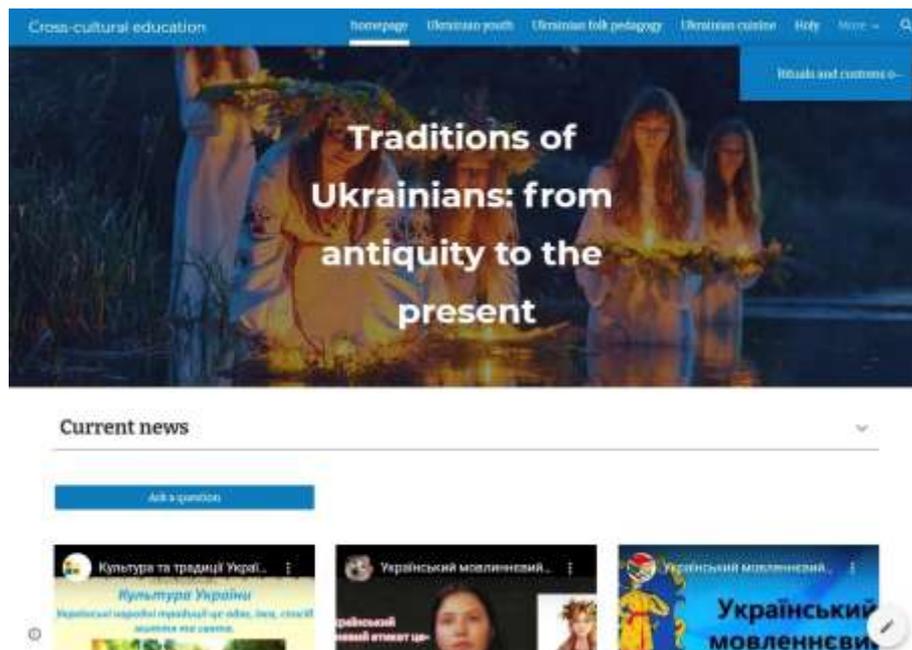
1) All teachers have distance courses in disciplines that are assigned to the pedagogical workload, and actively use them as a supplement to traditional forms of university education (independent work, online test control, homework, work with students studying on an individual schedule). During the quarantine period, foreign students were taught in a full-fledged distance format. Access to these courses is provided from the official websites of universities or distance learning centers.

2) An interactive educational resource «Cross-cultural linguistic workshop on the Ukrainian language» has been developed to help foreign students learn the Ukrainian language (Fig. 1).



**Fig.1: The main page of the interactive educational resource «Cross-cultural linguistic workshop on the Ukrainian language»**

An interactive educational resource «Traditions of Ukrainians: from ancient times to the present» has also been developed to help foreign students study Ukrainian traditions and culture (Fig. 2).



**Fig.2: The main page of the interactive educational resource «Traditions of Ukrainians: from ancient times to the present»**

3) Analyzing the structure of interactive educational resources, we conclude that their didactic tools cover all the necessary components to improve the quality of education of foreign students and the organization of their independent work in mastering the basics of the Ukrainian language in close connection with culture and traditions, system of cross-cultural knowledge: theoretical material, multimedia support of theoretical material, practical exercises, various forms of knowledge control, library, visualization of knowledge, organization of effective feedback with students, etc.

Another area of implementation of RBL in the study of the Ukrainian language is *didactic contamination and intensification of independent cognitive activity of foreign students during training based on the use of information resources*. Therefore, using the interactive educational resources developed by teachers («Cross-cultural linguistic workshop on the Ukrainian language», «Traditions of Ukrainians: from ancient times to the present»), foreign students are focused on independent search of information in the site environment. In this context, it should be noted that on the main page of the developed sites on the left or top is a navigation bar that allows you to go to different pages of the site. Note that not all pages of the site are displayed in this panel. You need to open the Sitemap to view all pages of the website. This map opens access to all topics necessary for studying disciplines, and also to the actual information which is expedient to use in the course of studying of the Ukrainian language and acquisition of cross-cultural knowledge.

In general, such sites, developed on the Google Sites platform, are open didactic resources with the possibility of mobile replenishment and updating from anywhere in the world, joint editing by several teachers, closed or open access, with the ability to place files of various kinds, interactivity, etc. Of course, the created sites combine all modern principles of creation of distance courses and are an example of modern electronic didactic resources for the organization of distance educational process.

The development of content for these sites was based on *linguo-didactic principles*: communicativeness and functional and stylistic orientation of language learning; study of language in the structural-hierarchical integrity of the form and content of language phenomena and interdisciplinary relations, in particular general professional and professional training; use of language practice to master the theory of language and the development of integrated speech skills; the principle of speech-thinking activity in all types of speech activity; formation of bilingualism / polylingualism; linguistic interdependence of native and Ukrainian as a foreign language; attention to the matter of language; understanding of linguistic meanings; assessment of speech expressiveness, development of language sense; coordination of oral and written speech; accelerating the pace of learning (Popova, 2015).

At the same time, it is taken into account that the assimilation of site content will be effective if the *didactic principles* are followed, which include: individualization of learning, scientificity and accessibility, consistency and systematicity, increasing complexity, the principle of connection with life, clarity, emotionality (Kononets, 2016).

Filling sites and distance courses with educational content (texts, photos, graphics, videos) just allows for didactic contamination and intensification of independent cognitive activity of students during training, as it is

possible to place various tasks that will stimulate the search and acquisition of knowledge, hyperlinks that will allow the transition to useful information resources (Ukrainian traditions and customs, Ukrainian speech etiquette, life hacks, the world of dictionaries and reference books, video resources, electronic library, online services for learning Ukrainian languages independently, visualization of knowledge - tables, diagrams, figures, presentations, etc.), methods of individual and group work online, virtual consultations, etc. Hence another direction of RBL implementation in the study of the Ukrainian language, namely the informative richness of electronic educational resources to enhance the independent cognitive activity of foreign students.

In summary, the implementation of RBL in the study of Ukrainian language, culture and traditions by foreign students through the development and implementation of educational sites and distance learning courses is an important step towards *smart education* (Smart – autonomic; motivated; adaptive; resourceful; technological) in the system of cross-cultural training of foreign students, which is interpreted as a system of innovative technological solutions aimed at combining the efforts of higher education institutions and teaching staff to carry out joint educational activities in the Internet based on common standards, agreements and modern educational technologies (joint content creation, resulting in joint learning process) (Sichova, 2014). First of all, smart education is nominated as the creation of a flexible and open learning environment: the use of gadgets, distance technologies, open educational resources, modern management systems, etc.

The system of cross-cultural knowledge of foreign students was evaluated on the basis of such *criteria*:

*Cognitive criterion* is the degree of manifestation of acquired knowledge about the Ukrainian language and culture, the specifics of business culture of Ukrainians, features of the mentality of Ukrainians, ethnocultural features of Ukrainians (language, customs, rituals, traditions, etc.).

*Activity-communicative criterion* is the degree of manifestation of the ability of foreign students to apply knowledge, namely, to communicate in Ukrainian in everyday life and in the learning process; ability to apply generally accepted norms and rules of conduct during interaction with representatives of Ukraine.

*Motivational and educational criterion* is the degree of manifestation of the ability to independently acquire cross-cultural knowledge and motivation for independent cognitive activity during learning based on the use of information resources.

We have identified 3 levels in the system of cross-cultural knowledge: high, medium and low.

Assessment of the system of cross-cultural knowledge of foreign students by defined earlier criteria was carried out during interviews, testing (testing system in the environment of electronic interactive educational resources «Cross-cultural linguistic workshop on the Ukrainian language» and «Traditions of Ukrainians: from ancient times to the present»), focus group interviews in online format using the narrative method (topics for conversations with foreign students about Ukraine and Ukrainian traditions, customs, culture, etc. are chosen by them from the content of electronic interactive educational resources).

During the pedagogical experiment foreign students were provided with the following didactic conditions for acquiring a system of cross-cultural knowledge:

- developed and proposed for use an interactive educational resource «Cross-cultural linguistic workshop on the Ukrainian language», the content of which is aimed at helping foreign students to learn the Ukrainian language;
- developed and proposed for use an interactive educational resource «Traditions of Ukrainians: from ancient times to the present», the content of which is aimed at helping foreign students to study Ukrainian traditions and culture of Ukraine;
- provided informative saturation of electronic interactive educational resources «Cross-cultural linguistic workshop on the Ukrainian language» and «Traditions of Ukrainians: from ancient times to the present» to enhance the independent cognitive activity of foreign students;
- provided didactic contamination and intensification of independent cognitive activity of foreign students during the study of the Ukrainian language on the basis of the use of information Internet resources.

The results of the pedagogical experiment are shown in Tables 1 and Tables 2, as well as in Figure 3.

**Table 1: The level of cross-cultural knowledge of foreign students by criteria (in %)**

Criteria	Cognitive criterion		Activity-communicative criterion		Motivational and educational criterion	
	Before the experiment	After the experiment	Before the experiment	After the experiment	Before the experiment	After the experiment
Low	52.44	19.51	50.00	28.05	31.71	13.82
Medium	40.24	64.23	47.56	60.57	60.98	76.02
High	7.32	16.26	2.44	11.38	7.32	10.16
Total number of students	100.00	100.00	100.00	100.00	100.00	100.00

**Table 2: Dynamics of changes in the levels of cross-cultural knowledge of foreign students by criteria (in%)**

Criteria in (%)	(difference)	Cognitive criterion	Activity-communicative criterion	Motivational and educational criterion
Low		-32.93	-21.95	-17.89
Medium		23.98	13.01	15.04
High		8.94	8.94	2.85

The analysis of the data in Table 2 makes it possible to record the positive dynamics, which is manifested in the form of a decrease in the number of foreign students who demonstrated a low level of cross-cultural knowledge by all criteria, and an increase in intermediate and high levels:

– by *cognitive criterion* the number of foreign students with a high level increased by 8.94%, the number of foreign students with a medium level increased by 23.98 %, the number of foreign students with a low level decreased by 32.93 %;

– by *activity-communicative criterion* the number of foreign students with a high level increased by 8.94 %, the number of foreign students with a medium level increased by 13.01%, the number of foreign students with a low level decreased by 21.95 %;

– by *motivational and educational criterion* the number of foreign students with a high level increased by 2.85 %, the number of foreign students with a medium level increased by 15.04 %, the number of foreign students with a low level decreased by 17.89 %.

Illustrations of the results of the pedagogical experiment are presented in Figure 3.

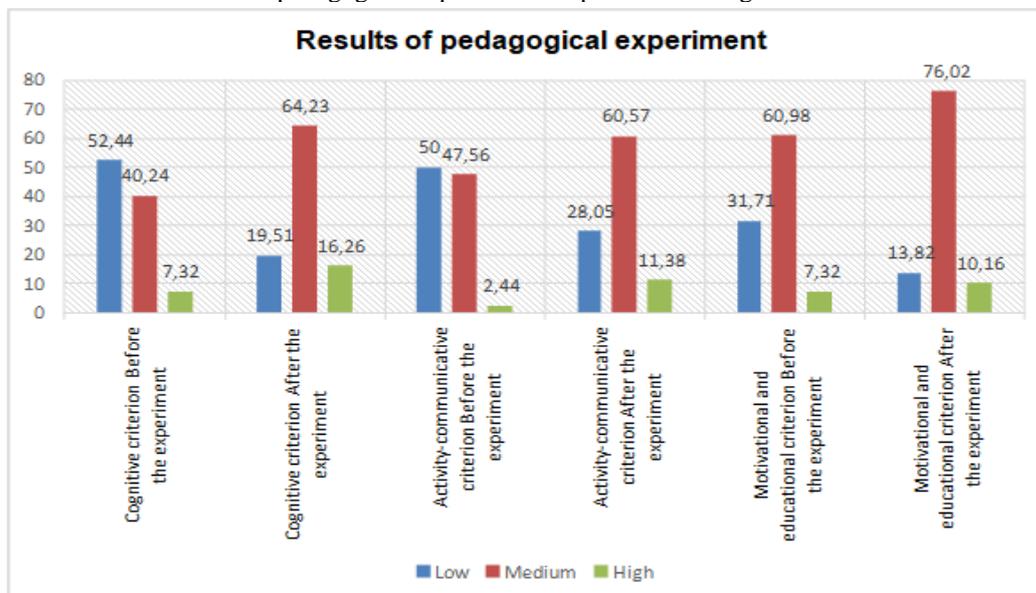


Fig.3: The results of a pedagogical experiment on the acquisition of cross-cultural knowledge by foreign students

## CONCLUSION

Thus, RBL is a holistic dynamic process of organizing and stimulating independent cognitive activity of foreign students to master the skills of active transformation of the information environment, students' acquisition of knowledge of the Ukrainian language, cross-cultural knowledge taking into account the information needs of the chosen educational program, which provides for the optimal use of information resources by the triad «student-teacher-librarian», the main directions of RBL implementation in the study of the Ukrainian language by foreign students were determined: 1) development of educational sites for teachers and their further implementation in the learning process; 2) didactic contamination and intensification of independent cognitive activity of students during training on the basis of use of information resources; 3) informative saturation of electronic educational resources for activation of independent cognitive activity. We see prospects for further research in expanding the implementation of the concept of RBL of foreign students in higher education.

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