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**FRAME TEACHING METHODS
IN TRAINING UKRAINIAN AS A FOREIGN LANGUAGE**

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Abstract. The article is devoted to the issues of introducing a linguoculturological approach in teaching Ukrainian as a foreign language (UAFL). The frame teaching methods assume the use of frames as cognitive structures «crystallizing» at different levels of a language system when teaching Ukrainian to foreign students. The author suggests combining the cognitive theory of frames and linguoculturological approach in training foreign languages to optimize and intensify an educational process. Examples of introducing the above teaching methods in training UAFL are given.

Keywords: frame, linguoculturological approach, Ukrainian as a foreign language.

The problem statement and topicality of the research. In the epoch of globalization and mobility of higher educational institutions' educational systems the foreign students' language training holds a specific place. Teaching UAFL is of paramount importance especially for a huge number of «educational migrants», who study in Ukraine. The Ukrainian language gradually becomes not only a means of communication in a new sociocultural space for foreign students, but the way of acculturation and receiving the higher education as well.

At the present stage in distributing the academic hours of the discipline «Ukrainian as a Foreign Language», the tendency of increasing a number of hours of students' independent work is observed. For example, in the curricula of the foreign languages department at V.N. Karazin National University, we can find such distribution of the academic hours as: 32 practical training hours and 58 independent work hours for «Modern Ukrainian Language» course; 80 practical training hours within three semesters and 130 independent work hours for «Professional Ukrainian Language» course.

Therefore, there is a need for the choice of such language teaching methods in training UAFL, which, on the one hand, would allow organizing complex language and culture training and, on the other hand, contributing the educational process intensification. We believe that frame teaching methods meet the above requirements.

The degree of scientific research of the issue. The founder of the theory of frames is considered the American scientist Marvin Minsky (1970s of the 20th century) who studied problems of artificial intelligence and modeled various human beings' abilities by the computer. According to his theory, frame is an initial representation, preliminary knowledge of the person about a subject.

The term «frame» has different definitions as different sciences use it. Frame in social sciences and the humanities (in sociology, psychology, cybernetics, linguistics, etc.) is a steady structure, cognitive education, diagram of representation. It is a semantic framework used by the person for understanding of something and actions within this understanding; it is a model of an abstract image, minimum possible description of the entity of a certain object, phenomenon, event, situation, process (Boldyrev 2001; Gurina, Sokolova 2005; Minsky 1997; Nikonova 2008).

The frame concept is often applied in modern foreign psychology and analytical philosophy. Psychologists and philosophers consider it as the unique construct that allows revealing close cross-disciplinary communications between sciences. The above concept is connected with the researches of psychological and language perception features, generation of speech, and information storage. Zh. V. Nikonova considers frame as the unique structure of representing the skilled person's cognitive knowledge combining the sphere of cognitive and verbal in the process of speech activity. A starting point in this case is the fact that, unlike other types of cognitive units (for example, concepts, image, etc.), the frame makes the semantic framework of a future statement (Nikonova 2008: 224). Therefore, any concept, which is a result of mental activity, is possible to present in the frame form and, on the contrary, the return process is observed in the case of decoding speech, when the frame structure is turned into the corresponding images and concepts.

With regard to the educational process frame is considered periodically repeating educational information presented in the form of the scheme, table, algorithm, structure, in other words in the form to be convenient for the students' figurative perception (Nikonova 2008: 226). It is appropriate to apply frame teaching methods to arranging the educational information.

The **purpose** of this article is the description of frame teaching methods in training UAFL which topicality is caused by the communicative needs of modern educational migrants.

Presentation of the main material. Frame teaching methods are the way of organizing representations which are remaining in memory. In pedagogics some experts define such language teaching methods as the structure streamlining of the training material, knowledge base in consciousness. The essence of the frame arrangement of knowledge also consists in it. The frame teaching methods of data submission facilitate effective learning of large information volumes within the same period of training owing to the semantic compression, or educational knowledge compression. The specified feature allows using frame teaching methods for the educational process intensification.

The essence of the frame teaching methods consists in simultaneous «folding» of information and its language expression. Frame structuring gives an opportunity to look new information in the form of support schemes, samples, tables, and the presentation of knowledge as a folded pattern increases the efficiency, speed of mastering, understanding and memorizing of new information. The frame sample of representing knowledge is a psychological memory model of the person. It is based on the perception of the reality through the comparison of frames which are available in the memory. Each frame is connected with a specific conceptual object in the memory of your computer and information from the world of reality.

This framework can be applied in further structuring the subjects, and sections. Scientists note that in the mechanism of mental activity in the process of training with application of frames, it is necessary to consider the following moments: in long-term human being's memory a big set of frame systems used by the person is still present, for example, in recognition of visual images. During the meeting with a new situation in memory such frame (or system), the most corresponding to the hypothesis of this object becomes more active that provides the high speed of its recognition and understanding. When it isn't possible to find a necessary frame, «there is adaptation of the best identification of frames to the real picture, and it is lingered in the mind for the subsequent applications» (Gurina, Sokolova 2005: 53).

So, as the researchers point out, such signs are peculiar for the frames to represent the following knowledge: stereotype, repeatability, existence of bound (border), the possibility of visualization, keywords, universality, a skeletal form (framework «with empty windows»), associative communications, fixing of analogies, generalizations, rules and principles. Frames contain the generalized knowledge, their quantity is estimated in units, they easily accommodate in long-term memory (Gurina, Sokolova 2005: 158).

Frame schemes can be carried to such training tools which perform the functions of coding, replacement, modeling, subject correlation of information.

It is well-known that cultural information is stored not only in a language, but also in the consciousness of carriers in the form of certain cognitive structures – frames which contain mental «knots and connections» with national and specific coloring. At the metalanguage level the frame has a conceptual expression, i.e. is implemented through a concept which is verbalized on the basis of associative linguocultural connections. The concept has a language expression in the aphoristic fund of the language, phraseological units, lexemes with the national and cultural component in semantics. We consider appropriate to take as a basis the described connection «frame – concept – language unit» in the creation of Ukrainian language teaching methods when training foreign students-philologists.

Thus, when learning Ukrainian, foreign students-philologists have to get acquainted with the key concepts of the Ukrainian linguoculture. Having very small amount of classroom hours for learning the discipline, it would be better to use frame teaching methods for presenting the concepts. We would like to provide the

example of the frame teaching methods for presenting the concept HEART that is a key for the Ukrainian linguoculture.

Nomenas and derivatives of the concept HEART language explication, entering syntactic links, make a large number of subject and object free word combinations, and also metaphorical and phraseological combinations containing such semantic components as:

- emotional center of the person (emotional status of rise, disturbance, suffering, fear, premonition, rest, joy);
- center of sensory perception (feeling of grief, death, life, happiness, feeling of love);
- moral category controlling the attitude of the person towards other people or to environment realities: characteristics of the person in evaluative categories «kindness/evil».

For foreign students-philologists, who learn Ukrainian, phraseological units with the component HEART presented by the frame teaching methods (see table 1 bellow) are of the greatest interest.

Table 1

Frame presentation of the concept HEART

	CORE	SLOTS							
		<i>excite- ment</i>	<i>quiet- ness</i>	<i>suffe- ring</i>	<i>joy</i>	<i>fear</i>	<i>sad- ness</i>	<i>happi- ness</i>	<i>love</i>
HEART	emotional core of the person	за серце бере		красься серце	серце заграло	серце захололо	серце нис		
	core of sensory perception		тихо на серці					серце співає	серце сохне тьохкає
	moral category	палке серце				кам'яне серце			
		<i>kindness</i>				<i>evil</i>			

As shown in table 1, foreign students are presented the frame structure of explicating the concept HEART by means of phraseological units. It is appropriate to present core semes of this concept and slots (peripheral semes). The arrangement of slots in the system of oppositions facilitates fast memorizing.

After presenting and completing training tasks of different types containing the use of these phraseological units in various communicative situations, we offer students a testing frame of the following sample:

Table 2

HEART	
slots	phraseological units
excitement	
quietness	
suffering	
joy	
fear	
sadness	
happiness	
love	
kindness	
evil	

Thus, language teaching methods of frame representation should be used when studying the means of a language explication of the Ukrainian linguoculture key concepts by foreign students-philologists. The above teaching methods allow focusing the students' attention on the system of values and their language explication structured in a definite way. As a result, the volume of the gained knowledge has increased without extending academic hours. The latter promotes the intensification of training USFL.

Working with frames, students perform work of a logical, analytical, search, research character; develop abilities to analyze new information, and communicative skills as well. Application of frames in training foreign students-philologists promotes the effective acquisition of language material within a limited term. Everyone has an opportunity to develop ability for understanding the authentic speech and to build up own statements according to the language and cultural norms, to form system thinking.

Conclusion. The results of introducing the offered language teaching methods prove that training based on the frame provides the formation of communicative

abilities, knowledge, and experience of research activity, facilitates learning efficiency by increasing the volume of knowledge without spending time for their learning.

The **further research** in this area is to be devoted to improving the principles of development and use of frames, and in creating methodical materials for the presentation of the Ukrainian phraseological fund to foreign students-philologists.

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