Work programme of the discipline:

Course title	**UKRAINIAN AS A FOREIGN LANGUAGE**
Level of higher education (degree)	FIRST (BACHELOR)
Field of study	07 MANAGEMENT AND ADMINISTRATION
Major	073 MANAGEMENT
Program subject area	MANAGEMENT (ENGLISH)
Status of the discipline	Elective
Mode of studies	FULL-TIME, PART-TIME, E-LEARNING
Total number of hours/ ECTS credits	150 HOURS /5 ECTS CREDITS
Language of instruction	UKRAINIAN
Lecturer	MOMOT NELIA MYKOLAIVNA PROF., PH.D.
Lecturer's profile	Момот Неля Миколаївна — Університет «КРОК»
Tel. number	
E-mail	momotnm@krok.edu.ua
Consultations	CONSULTATIONS IN MS TEAMS: TUESDAY, 3 P.M.-3.30 P.M.

1. Brief summary of the course

The Ukrainian language program for foreign students studying in the first years of full-time and part-time study at higher educational institutions of Ukraine is intended for teachers of Ukrainian as a foreign language.

The program can be used by teachers as a reference material for preparing for classes, organizing control in order to compile additional educational materials. The program is designed for 300 academic hours allotted for the study of the Ukrainian language in accordance with the

number of hours provided for by the curriculum of first-year bachelor's students of full-time, part-time education and e-learning.

The material for the program is selected taking into account the learning goals determined by the communicative, educational and cognitive needs of first-year bachelor's students.

The educational goal is realized only if students reach a certain level of language proficiency, so the communicative goal of learning is the main one. This goal is achieved by the formation of students' necessary language and speech skills in reading, listening, oral and written speech. The formation of skills and abilities in each type of speech activity has a certain specificity, which takes into account the close relationship of all types of speech activity.

The program consists of 7 sections that correspond to the level of proficiency in Ukrainian as a foreign language (A1). Each section contains linguistic material presented in the form of lexical, phonetic, morphological, word-forming minimums and syntactic structures, and requirements for the level of proficiency in the main types of speech activity.

2. Learning outcomes

General Competencies (GS):

GS 7. Ability to communicate in a foreign language.

GS 11. Ability to adapt and act in a new situation.

GS 14. Ability to work in an international context.

Professional Competencies (PC):

PC 11. Ability to create and organize effective communications in the management process.

Program learning outcomes (PLO):

PLO 11. Demonstrate skills of situation analysis and communication in various fields of the organization activity.

PLO 13. Communicate orally and in writing in English and other (Ukrainian) languages.

3. Course scope

Type of class	Total number of hours/ ECTS credits - 150 HOURS / 5 ECTS CREDITS		
Total number of hours / mode of studies	**full-time**	**part-time**	**e-learning**
lectures	28	14	14

seminars / practical / laboratory classes	22	7	7
Individual work	100	129	129

3. Prerequisites*

Foreign Language (Ukrainian)

5. Hardware and software *

PC / laptop, Internet access, camera, microphone

6. Course policies – students must adhere to a code of academic integrity:

https://int.krok.edu.ua/images/download/code-of-academic-integrity-2025.pdf

Academic integrity is the presentation of one's own work and the proper recognition of the contribution of others.

7. Programme of the discipline

Module 1. People, city and Ukraine. (7 hours)

Topic 1. Моя сім'я та інші люди. (My family and other people.)

Topic 2. Українські чемпіони. (Ukrainian champions.)

Topic 3. Популярні телеведучі. (Popular TV presenters.)

Topic 4. Місто. (City.)

Topic 5. Україна - країна чудес. (Ukraine is a wonderland.)

Topic 6. Життя в Україні. Life in Ukraine.

Topic 7. Життя у світі. (Life in the world.)

Module 2. Ukrainian traditions (7 hours)

Topic 1. Українське весілля. (Ukrainian wedding.)

Topic 2. Історія кохання. (Love story.)

Topic 3. Ukrainian food. (Українська їжа.)

Topic 4. Кухні народів світу. (Cuisines of the peoples of the world.)

Topic 5. Українські традиції. (Ukrainian traditions.)

Topic 6. Великдень. (Easter.)

Topic 7. Різдво у світі. (Christmas in the world.)

8. Course scheme

Topic	Number of hours									Control form
	Full-time			Part-time			E -learning			
	Lectures	Seminars /practical	Individual work	Lectures	Seminars /practical	Individual work	Lectures	Seminars /practical	Individual work	
Module #1										
Topic 1. Моя сім'я та інші люди. (My family and other people.)	2	2	7	1	1	9	1	1	9	IA, S, T, P
Topic 2. Українські чемпіони. (Ukrainian champions.)	2	2	7	1		9	1		9	S, T, P
Topic 3. Популярні телеведучі. (Popular TV presenters.)	2	2	8	1	1	9	1	1	9	S, T, P
Topic 4. Місто. (City.)	2	1	7	1		10	1		10	S, T, P
Topic 5. Україна - країна чудес. (Ukraine is a wonderland.)	2	2	7	1		9	1		9	P
Topic 6. Життя в Україні. Life in Ukraine.	2	1	7	1		9	1		9	S, T, P
Topic 7. Життя у світі. (Life in the world.)	2	2	7	1		9	1		9	S, T, P
Module #2										
Topic 1. Українське весілля. (Ukrainian wedding.)	2	1	7	1		10	1		10	S, T, P
Topic 2. Історія кохання. (Love story.)	2	1	8	1	1	9	1	1	9	S, T, P
Topic 3. Ukrainian food. (Українська їжа.)	2	1	7	1	1	9	1	1	9	S, T, P
Topic 4. Кухні народів світу. (Cuisines of the peoples of the world.)	2	2	7	1	1	9	1	1	9	S, T, P
Topic 5. Українські традиції. (Ukrainian traditions.)	2	2	7	1	1	10	1	1	10	S, T, P
Topic 6. Великдень. (Easter.)	2	1	7	1	1	9	1	1	9	S, T, P
Topic 7. Різдво у світі. (Christmas in the world.)	2	2	7	1		9	1		9	S, T, P,C
Total hours	**28**	**22**	**100**	**14**	**7**	**129**	**14**	**7**	**129**	-

FINAL CONTROL/ CREDIT	-	-	-	-
TOTAL	**150**	**150**	**150**	-

10. Teaching methods

1. **Task-Based Learning (TBL)** centres around using language as a tool to achieve a specific outcome, where learners are free to use any language they know to complete a meaningful activity (task).

Presentations and multimedia materials: the use of slides, videos and graphs, which facilitate the perception of information and make the educational process more visual.

2. **The Lexical Approach** A lexical view of language, as proposed by linguist Michael Lewis, suggests that vocabulary (or "lexis") plays a central role in language learning and use. In this view, language is not just made up of individual grammatical rules and structures but is primarily composed of chunks of language — words, phrases, collocations, and fixed expressions — that learners acquire as units. Therefore, it shifts the traditional equation of grammar + words = language to something more like words + grammar + skills = language.

3. Using authentic materials in class Authentic materials

Materials and resources such as texts, audio, and video created for native speakers to use in real-life situations.

Key features:
* reflect natural language use;
* created to meet the various needs of native speakers;
* include unfiltered content, potentially challenging for foreign language learners;
* real-life context;
* might include slang, idioms, cultural jokes.

4. Guided discovery learning is a way of presenting language, particularly grammar. We've got two approaches to presenting new language. We can use a deductive approach or an inductive approach. **The deductive approach** is teacher-centered and begins with explicit instruction. The teacher explains the rule, provides examples, and then allows learners to practice applying it. **The inductive approach** is learner-centered and emphasizes discovery. Instead of explaining the rules upfront, the teacher presents examples and guides learners to identify patterns or draw conclusions on their own. **Guided Discovery** is learner-centered approach, also known as an inductive approach used to introduce and clarify language. It consists in providing students with an example of the target language item in a meaningful context, and then learners actively uncover language rules, meanings, or patterns through carefully designed tasks and questions, with the teacher providing guidance and support as needed. This method promotes critical thinking, engagement, and deeper understanding by encouraging students to analyze examples and draw their own conclusions.

5. Teaching more with less (extension, recycling, adaptation)

An **extension task** is an additional activity based on another task which has been completed, and which correlates with the main aim of the lesson. Extension tasks can provide more various opportunities to practise a particular system or skill, which can make learning more meaningful, memorable and personalised.

Often, extension tasks can focus on a higher order thinking skill (analysing, evaluating, creating and problem-solving).

Recycling is revising and practising the language systems (vocabulary, grammar, functional language) which students have learnt before.

Adaptation is adjusting a task to the level, needs and interests of your students.

Use of information technologies: interactive platforms for learning

11. Control methods

Control measures are used to determine the success of training. Control measures include mid-term tests (7) and final control.

Mid-term tests are carried out during practical classes and is aimed at checking the level of preparedness of the student to perform a specific task.

The final control is carried out to evaluate the learning results after the end of the study of the discipline (semester control) or modules separated according to the working curriculum.

During the study of this course, the following forms of current control are used: a mid-term tests.

When studying this course, the following form of semester control is used: credit.

12. Distribution of points received by students

Evaluation of student learning results is carried out according to the University scale (0-100 points) and the national scale.

General course evaluation system: Participation in the work during the semester / credit – 60% / 40%

All tasks must be written independently, plagiarism is prohibited, no references or citations are required. The quality and originality of your arguments are evaluated. The assignments should be presented in Moodle.

13.1. Scoring scheme for the course

Type of educational activity	Max score	Max total score
Modules #1 & #2		
Solving case-studies (3 x 5 points)	15	
Calculation assignments (4 x 2,5 points)	10	
Surveys / Test (2 x 5 points)	10	
Oral presentation (2 x 5 points)	10	
Individual work (1 x 10 points)	10	
Mid-term test (2 x 7,5 points)	15	
Total for modules #1 & #2	**70**	
Semester-module control work		**30**
Total for the course		**100**

13.2. Conditions for awarding points

1. Solving case-studies (Maximum Score – 5 Points)

   - Completeness of the Solution (2 Points): All stages of the problem-solving process are correctly presented, and all formulas and methods are justified.
   - Accuracy of Answers (2 Points): All numerical data and calculation results must be accurate.
   - Clarity of Presentation (1 Point): Logical structure of the work, clear presentation of solutions, and correct terminology.

2. Calculation assignments (Maximum Score – 2,5 Points)

   - Completeness of the Solution (1 Point): All stages of the problem-solving process are correctly presented, and all formulas and methods are justified.
   - Accuracy of Answers (1 Point): All numerical data and calculation results must be accurate.
   - Clarity of Presentation (0,5 Point): Logical structure of the work, clear presentation of solutions, and correct terminology.

3. Tests (Maximum Score – 5 Points)

   - Number of Correct Answers (5 Points): Students receive 0,25 points for each correct answer (total number of tests per session is 20).

4. Survey (Maximum Score – 5 Points)

   - Correctness of Answers (3 Points): Answers to questions must be accurate and correct.
   - Coverage of the Topic (2 Points): Answers should demonstrate knowledge of all key aspects of the topic.

5. Oral presentation (Maximum Score – 5 Points)

   - Substance (2 Points): Completeness and depth of topic coverage, inclusion of relevant data and examples.
   - Visual Presentation (2 Points): Quality of slides, use of graphics, clarity, and aesthetics.

  - Communication Skills (1 Point): Ability to convey information to the audience, respond to questions, and engage listeners.

6. Individual Work (Maximum Score – 10 Points)

  - Depth of Research (3 Points): Quality of topic analysis, use of various sources of information and literature.

  - Structure and Formatting (2 Points): Adherence to formatting requirements, logical structure of the work, correctness of citations.

  - Originality and Creativity (2 Points): Presence of personal conclusions, recommendations, and interesting ideas.

  - Responses to Questions (3 Points): Engagement in presenting work results, participation in discussions, and feedback.

7. Mid-term tests (Maximum Score – 7,5 Points)

  - Number of Correct Answers (5 Points): Students receive 0,25 points for each correct answer (total number of tests per session is 30).

13.3. Final assessment criteria

University scale	Ukrainian Grade
90 and higher	excellent
70–89	good
50–69	satisfactory
1–49	unsatisfactory

14. Methodological provision

Attention students: all educational and methodological materials (lecture plans and videos, presentations/seminar assignments/case-studies, etc.) are submitted in Moodle Course: Ukrainian as a Foreign language : https://dist.krok.edu.ua/my/courses.php

15. Recommended literature

Basic

1. Burak M. Yabluko: textbook on the Ukrainian language as a foreign language (basic level). – Lviv: UCU Publishing House, 2015. – 268 p.

2. Burak M. Yabluko: workbook for the textbook on the Ukrainian language as a foreign language (basic level). – Lviv: UCU Publishing House, 2015. – 120 p.

3. Palinska O. M. Krok-1 (Initial level: A1-A2). Ukrainian as a Foreign Language: A Book for a Student / O. M. Palinska, O. V. Turkevych. – Lviv: Lviv Polytechnic Publishing House, 2010. – 102 p.

4. Pendiur N., Ohoiko A. Ukrainian Handwriting Book. Sollentuna, 2022. – 105 p.

Additional

1. Visual English-Ukrainian Phrasal Verbs & Useful Phrases Handbook. Visualized English-Ukrainian directory of phrasal verbs and the most used expressions / M. V. Bardakov. — Kharkiv: Vid. Osnova Group, 2022. — 143, [1] p. : ill. — (Series "Visual Guide").

2. Visual English-Ukrainian Idioms Handbook. Visualized English-Ukrainian reference book of phraseological units / M. V. Bardakov.— Kh. : Vid. Osnova Group, 2021. — 144 p. — (Series "Visual Guide").

3. English-Ukrainian Illustrated Bilingual Dictionary. English Ukrainian Bilingual Visual Dictionary, — Kharkiv: Vid. Osnova Group, 2023. — 360 p.

4. Let's use it accurately, or How to avoid the most common mistakes [Text] / idea : Y. E. Bardakova ; Il. A. Bankulova. - Kharkiv: Osnova, 2021. — 144 p. : ill.— (Series "Visualized Reference Book").

16. Additional information on the discipline (educational component)

Certificates of completion for distance or online courses on the relevant topics may be credited provided that the requirements outlined in the corresponding regulation are met.

Work programme of the discipline:

Compiled by: MOMOT NELIA MYKOLAIVNA.

Approved: at the meeting of the Department of International Business (Protocol No. 2 dated September 17, 2024).