

## РОЗДІЛ VIII. ІНФОРМАЦІЙНО-КОМУНІКАЦІЙНІ ТЕХНОЛОГІЇ В ОСВІТІ

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### THE USAGE OF MULTIMEDIA RESOURCES IN THE PROCESS OF DEVELOPING STUDENTS' FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE

**Denga O. A.**

*Senior Lecturer at the Department of Ukrainian Language and General Linguistics  
Cherkasy State Technological University  
Shevchenko Blvd., 460, Cherkasy, Ukraine  
[orcid.org/0000-0002-8477-8703](https://orcid.org/0000-0002-8477-8703)  
[helen\\_15\\_8@hotmail.com](mailto:helen_15_8@hotmail.com)*

**Sidorenko L. M.**

*Candidate of Philological Science,  
Associate Professor at the Department of Ukrainian Language  
and General Linguistics  
Cherkasy State Technological University  
Shevchenko Blvd., 460, Cherkasy, Ukraine  
[orcid.org/0000-0002-7148-6146](https://orcid.org/0000-0002-7148-6146)  
[milasidorenko2@gmail.com](mailto:milasidorenko2@gmail.com)*

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The proposed article presents and analyzes the peculiarities of the use of multimedia (in particular, cartoons) whilst educating a foreign language for communicative competence in the process of learning the Ukrainian language for foreign students. In the practice of teaching foreign students Ukrainian language, the use of multimedia resources is quite relevant, as it enables the creation of a model as close as possible to reality; promotes in-depth familiarization of foreign students with the customs and social life of Ukrainians; immersing them in an authentic Ukrainian language environment with the help of audiovisual means. Watching cartoons is an integral component of learning a foreign language; it contributes to the development of listening skills and the enrichment of vocabulary.

Every foreign language lesson is an experience of intercultural communication, because every foreign word reflects a foreign world and a foreign mentality. In the process of studying the Ukrainian language as a foreign language, it is advisable to use multimedia technologies, especially animated films, which make it possible to preserve emotional and intellectual integrity, better to ensure students' the formation of foreign language communicative competence, to promote their learning, the development of individual thinking. It is advisable to use cartoons in combined classes to expand knowledge, abilities and skills and develop speech. The specific method of implementation depends on the level of training of the group and the defined purpose of the lesson. Initially, the purpose of watching cartoons is to provide favorable emotional conditions and relieve tension. On the condition of mastering the language at B1, B2 levels, it would be appropriate to conduct a role-play based on the plot situation or organize a discussion of what was seen with the expression of one's own opinion. In the proposed article, we provided methodical recommendations

for the use of audiovisual aids at various stages of learning the Ukrainian language. The use of multimedia tools in learning the Ukrainian language as a foreign language significantly increases students' interest and affects better assimilation and memorization of lexical material.

## ВИКОРИСТАННЯ МУЛЬТИМЕДІЙНИХ РЕСУРСІВ У ПРОЦЕСІ ФОРМУВАННЯ ІНШОМОВНОЇ КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ СТУДЕНТІВ

**Деньга О. А.**

*старший викладач кафедри української мови та загального мовознавства  
Черкаський державний технологічний університет  
бульвар Шевченка, 450, Черкаси, Україна  
orcid.org/0000-0002-8477-8703  
helen\_15\_8@hotmail.com*

**Сидоренко Л. М.**

*кандидат філологічних наук,  
викладач кафедри української мови та загального мовознавства  
Черкаський державний технологічний університет  
бульвар Шевченка, 450, Черкаси, Україна  
orcid.org/0000-0002-7148-6146  
milasidorenko2@gmail.com*

**Ключові слова:** *мультимедіа-технології, міжкультурна комунікація, комунікативно спрямоване навчання, складники навчання, візуальний приклад.*

У пропонованій статті представлено та проаналізовано особливості застосування мультимедіа (зокрема мультфільмів) під час формування іншомовної комунікативної компетенції у процесі навчання української мови іноземних студентів. У практиці навчання української мови іноземців використання мультимедійних ресурсів є досить актуальним, оскільки уможливує створення моделі, максимально наближеної до дійсності; сприяє глибокому ознайомленню іноземних студентів зі звичаями, суспільним життям українців; занурення їх в автентичне українське мовне оточення за допомогою аудіовізуальних засобів. Перегляд мультфільмів є невід'ємним компонентом вивчення іноземної мови, сприяє розвитку навичок аудіювання та збагаченню словникового запасу. Кожен урок іноземної мови – це досвід міжкультурного спілкування, адже кожне іншомовне слово відображає чужий світ і чужу ментальність. У процесі вивчення української мови як іноземної доцільно використовувати мультимедійні технології, особливо анімаційні фільми, які дають змогу зберегти емоційну та інтелектуальну цілісність, краще забезпечити формування іншомовної комунікативної компетенції студентів, сприяти їх навчанню, розвитку індивідуального мислення. Мультфільми доцільно використовувати на комбінованих заняттях для розширення знань, умінь і навичок та розвитку мовлення. Конкретний спосіб реалізації залежить від рівня підготовки групи та визначеної мети заняття. Спочатку метою перегляду мультфільмів є забезпечення сприятливих емоційних умов та зняття напруження. За умови володіння мовою на рівнях B1, B2 після перегляду мультфільмів доцільним буде проведення рольової гри за сюжетною ситуацією чи організація обговорення побаченого з висловленням власної думки. У пропонованій статті ми надали методичні рекомендації щодо використання аудіовізуальних засобів на різних етапах вивчення української мови. Використання

мультимедійних засобів у вивченні української мови як іноземної суттєво підвищує зацікавленість студентів і впливає на краще засвоєння і запам'ятовування лексичного матеріалу.

**Formulation of the problem.** The relevance of the researched topic arises from the fact that the use of multimedia resources, in particular cartoons, makes it possible to enrich the possibilities of traditional classes, make the process of learning the language more interesting and raise the level of learning Ukrainian as a foreign language. In addition, the relevance of the topic also arises from the fact that the old type of student has been replaced by the so-called Net-generation, which has a smaller amount of attention and needs new technologies in education.

**Analysis of recent research and publications.** The theoretical basis is research by scientists on the use of multimedia tools and resources during foreign language learning. Among the Ukrainian researchers who studied the peculiarities of using multimedia technologies in the educational process, significant contributions were made by V. Mysyk, S.M. Nazarov, V.G. Afanasyev, Yu.M. Baturin, V. Yu. Bykov, P.C. Gurevich, O.M. Bilych, M.M. Fitzula, who note that in order to increase the effectiveness of the educational process and the level of knowledge of students, it is necessary to use innovative methods in combination with traditional ones in classes.

**The purpose of the article** is to characterize the importance of multimedia resources, in particular cartoon films, in the formation of students' communicative competence in the process of learning Ukrainian as a foreign language and to provide methodological recommendations for the use of cartoons in classes.

The goal of learning a foreign language is the formation of foreign language communicative competence, which will enable students to participate in various types of speech activities, enter a different society and adapt faster. A competent approach, according to M.M. Fitzula, provides «motivational, reflexive, cognitive, operational-technological and other components of learning outcomes, which reflect the growth of not only knowledge, abilities and skills, but also the experience of emotional and value attitudes» [2, p. 124]. Unconditionally successful language learning depends not only on the student's linguistic characteristics, the level of his motivation, but also on taking into account the national and cultural characteristics of all participants in the pedagogical process. The concept of «culture» includes not only music, history, painting, literature, but also the way of life of people, which is transmitted from generation to generation, fundamental beliefs, values, way of thinking and worldview, features of spiritual culture. It is important that multicultural values are learned subconsciously throughout life.

When learning a new language, it is not enough for a student to master only the grammar, phonetics and vocabulary of a foreign language, but it is necessary to know what to say in a certain situation to certain people and exactly how to say it, taking into account the etiquette, traditions and mentality of another people. And, of course, when teaching foreign students, you need to remember that intercultural communication is a «two-way street», where both parties must move towards each other and where you must know the rules of the road.

In today's multicultural society, this task becomes more complicated, because intercultural interaction can take place not only between representatives of the same social level, but also between different levels of society with different socio-cultural standards and with different levels of education. In times of globalization and increased migration, it is very important for a person to be able to integrate in the professional and in the social environment spheres.

To help a foreigner to adapt faster, to form foreign language communicative competence, a very effective method is the use of multimedia technologies. According to the theory of double coding, which was put forward by Allan Paivio back in 1971, the use of modern digital technologies is convenient, because in this process several types of perception of students are involved at the same time, namely - visual and verbal, as a result of which the amount of learned material increases. In developing this hypothesis, A. Paivio focused on what influences the formation of mental images during learning. According to the researcher, there are two ways through which a person can expand knowledge of the studied material: verbal associations and visual images [3].

With the development of technologies, these ideas gained opportunities for implementation and received methodical justification. Today, the structure of the lesson combines traditional components (updating knowledge, explaining new things, consolidating control) with innovative ones (interactive method, multimedia tools, role-playing games). Such a combination makes it possible to improve the quality of education, increase cognitive activity, satisfy the requests and interests of students, and increase independent work.

So, the use of multimedia technologies in learning a foreign language helps to implement various tasks of modern methods, namely:

– involvement of all students in the class in the communicative process;

- organization of successful communication-oriented training;
- creation of language environment;
- organization of the educational process in accordance with the interests of students;
- calculation of the intercultural component.

It should also be taken into account that the new generation of students has, according to many researchers, a «clip» type of thinking. This new generation, as practical research shows, relies less on hearing aids and expects visual/graphic explanations [4]. Therefore, the use of multimedia tools in classes will support their attention and concentration.

The use of video recordings, films, songs, documentaries, news programs in the practice of teaching the Ukrainian language makes it possible to create an environment in classes that is as close as possible to authentic conditions; to increase opportunities for foreign students to familiarize themselves with Ukrainian reality and traditions in a timely and comprehensive manner; to adapt students to the linguistic usage of the modern language, realizing through audiovisual means their immersion in an authentic Ukrainian language environment where people of different genders, professions, social status, and education live and act; to contribute to the enrichment of the vocabulary of foreign students, improvement of phonetic, grammatical, syntactic skills, improvement of the ability to construct monologues and dialogues. The use of multimedia helps to create a favorable atmosphere in the class, to implement the principle of visual learning.

It is especially convenient to watch cartoons – an integral part of learning a foreign language, which helps to develop listening skills and increase vocabulary. It is appropriate to use cartoons. Since they do not take much time (on average 10–15 minutes) and in such a short time they introduce the culture, traditions, norms of behavior and national psychology of native speakers. Viewing the cartoon and its subsequent discussion makes it possible to activate students' speech activity, expand their knowledge within the limits of sociolinguistic competence, and deepen the process of formation and development of lexical and grammatical skills. So, based on the above theoretical justifications, as well as our many years of experience in teaching Ukrainian as a foreign language, we offer the following technology for using cartoons in the learning process:

1. It is advisable to use cartoons as reinforcement in lessons to improve knowledge, skills and abilities; in lessons of a combined nature; in speech development lessons. It depends on the level of the group and the purpose of the lesson. At the initial stage of learning, the purpose of watching a cartoon can be to create a comfortable emotional atmosphere and relieve tension. At a higher level of language proficiency,

it can be used to organize discussions, as well as to organize a role-playing game based on the plot or situation of a cartoon. According to V. Mysyk, one of the exercises after watching a cartoon film can be the creation of a presentation using the lexical material of the animation resource [1].

2. The cartoon must be carefully selected, taking into account the level of mastery of the language. 3. Before viewing, it is advisable to hold a preparatory conversation with the students, during which they receive basic information about the content of the cartoon and perform exercises to learn new vocabulary. All this is preparation for further viewing of the cartoon. 4. Watch the cartoon together with the students. Watching cartoons makes the lesson more emotional and allows you to remember information better. 5. To achieve an even greater result, it is necessary to work on vocabulary and grammar on the material of a specific cartoon. 6. After viewing, it is possible to do the following tasks: role duplication of the text, which makes it possible not to literally translate the text, but to interpret the content of the statement, taking into account intonation, facial expressions, gestures of the characters; describe the place of action, describe the characters of the cartoon; hold a discussion on the theme of the cartoon; conduct a role-playing game based on the plot of the cartoon; make a short retelling on a given topic related to the reviewed plot or compose dialogues.

It is important that such a technique can be effectively used when studying topics of various types: linguistic and cultural (in particular, «Calendar Saints»), lexical-grammatical and grammatical, when studying the scientific style of speech, etc. We will give examples of the use of specific cartoons that have successfully «passed the test» for effectiveness in the learning process over the past five years (we began to experiment and actively implement this learning method starting in 2013).

An example of the use of cartoons can be the cartoon «Shchedryk» («Щедрик») (<https://www.youtube.com/watch?t=17&v=dg1eMpFfexk&feature=>). «Schedryk» was sung by Oleg Skrypka, and a plasticine clip was shot for his rendition. Before viewing, it is advisable to talk about the Ukrainian traditions of visiting Christmas holidays and singing carols and Christmas carols. Before viewing, it is advisable to talk about the Ukrainian traditions of visiting Christmas holidays and singing carols and Christmas carols. Students will have the opportunity to hear a real carol and see for themselves what the verb “to carol” means.

Watching and working with the cartoon “The Christmas Tale” («Різдвяна казка») (<https://www.youtube.com/watch?t=160&v=bDDGr3Bz4aE&feature=>) will be appropriate when studying Ukrainian traditions. The cartoon was created based on the

fairy tale «Tear» («Сльоза») by the Ukrainian writer M. Cheremshina. The action unfolds on the eve of Christmas. The tear of the poor girl Marusya melted the cold and indifferent heart of the rich owner. First, it is necessary to conduct a conversation about the students' knowledge of Ukrainian traditions and supplement their knowledge, for example, ask what the celebration of Christmas is connected with, how they understand the words «caroling», «caroling», whether they have seen how Ukrainians celebrate this holiday, what they know about Holy Eve, how and when it is celebrated (As soon as the first star appears in the sky, symbolizing the birth of the Son of God, everyone sits down for dinner, where there must be 12 Lenten dishes, including kutia, uzvar, varenyky, pampushki, kalash (кутя, узвар, вареники, пампушки, калач)).

We offer options for tasks after watching the cartoon, developed for the lesson based on the story «Tear» by Mark Cheremshina:

1. What can you call this movie? Why?
2. Tell me what kind of story it is: sad, funny, kind, boring?
3. Choose the role of the cartoon character. (Real: Marusya, her mother, rich a man with his family. Fantastic: tear, angel, snow, wind). See cartoon again and speak on behalf of this character.
4. Tell the content according to the plan: 1. Marusya's meeting with the rich man. 2. Teardrop on the hand of the Angel. 3. Sick mother. 4. Marusya is in trouble. 5. The girl's trip to the city.

5. Comment on the words: «And people, how are people: each for himself?» (Indifference, selfishness).

6. What proverb can be used for these words? («My house is on the edge, nothing know», «I am not me, and the house is not mine»).

It will be appropriate to hold a conversation about the eternal struggle between good and evil: A tear is a symbol of ardent love for one's neighbor, mercy, therefore warmth. Marusya's tear melted the man's icy, stone heart and changed it. He was born again. What has become of his heart? So, warmth won, that is, goodness, mercy, faith.

Cartoons also open up opportunities for students to familiarize themselves with the works of famous Ukrainian classics.

For example, the new animated film “Mavka: Forest Song” ([https://sweet.tv/promo\\_mavka?utm\\_source=](https://sweet.tv/promo_mavka?utm_source=)), you can watch excerpts from the cartoon, listen to songs, listen to the audio fairy tale “Mavka: Forest Song” – a story based on Lesya Ukrainka's extravaganza drama “Forest Song” (<https://www.youtube.com/watch?v=tJEyL1TbSbs>). Viewing the cartoon may interest senior students to familiarize themselves with Lesya Ukrainka's work in more detail. For students of the initial stage, you can focus

on the plot, on the description of the appearance of the heroes. Appearance of the main character: «In light green clothes, with loose black, with green gloss, braids...». «Like a girl... but no, rather like a maiden, because her hands are white, and she is very thin...». The team of the Animagrad studio (production of the film) devoted a lot of time and effort to recreate the nature of the Ukrainian forest in detail. They studied the flora, fauna and other aspects of the forest ecosystem to create the film's visually stunning world. Therefore, you can then move on to studying the flora and fauna of Ukraine. Thanks to the film «Mavka: Forest Song», Ukrainian music received international recognition and attention. The soundtrack to the film, created by composer Oleksiy Aighi, became very popular, and Ukrainian folk musical motifs gained recognition as an integral part of the national musical heritage. It is appropriate to dwell on the study of songs from cartoons, which will help to expand the vocabulary of students, and will be easier to remember when accompanied by music. The text was written by Khrystyna Solovei, who performs the song «Forest Song» (<https://www.youtube.com/watch?v=vCgxufg6xzE>):

My dream is flowing like the wind  
This world is our home, here the will is alive  
And love, and love will save us from evil  
Only love, only love!

Watching even excerpts from the cartoon will help to get acquainted with traditions and culture, for example, in the cartoon, freckles sound - ritual songs that are associated with the beginning of spring and its approach. The video is based on a scene at the fair, where Mavka, Lukash and other heroes welcome spring with ritual songs and dances. The music played in the episode is freckled by the DakhaBrakha band (<https://www.youtube.com/watch?app=desktop&v=>)

With the participation of Natalya Klymenko (author of texts and exercises, founder of the Ukrainian project «Language – DNA of the Nation»), the cartoon series «Lepetuny» (<https://www.youtube.com/watch?v=>) was released, which helps children to communicate correctly in the Ukrainian language. This series is also advisable to use in the practice of learning a foreign language during the study of lexical topics: «Acquaintance», «Breakfast», «Colors», «Natural phenomena», «Garden and berries», «Zoo», «Winter», «Spring», «Vacation at sea», «Birthday» («Знайомство», «Сніданок», «Кольори», «Явища природи», «Садок і ягоди», «Зоопарк», «Зима», «Весна», «Відпочинок на морі», «День народження»).

For example, in the final lesson on the topic “Dative Case” effectively use the animated film «The Girl and the Bunnies» («Дівчинка та зайці») (<https://www.youtube.com/watch?v=>). After watching the film, it is worth asking students to make sen-

tences based on the model: who? (subject) + give, give + to whom? (addressee) + what? (object). In the process of watching the cartoon, it is worth paying attention to the use of the formulas of the Ukrainian language etiquette «На zdrowyachko!» («На здоров'ячко!») and tell students about its use, offer other synonymous formulas of language etiquette.

Working out the scientific style of speech, we can offer students a video «Internal organs of a person» (<https://www.youtube.com/watch?app=>) about human anatomy and the work of internal organs (heart, blood vessels, lungs, The Digestive System). It is clear that it is not necessary to get too excited about watching cartoons, but if it is appropriate, then you can use the necessary fragment to illustrate this or that scientific term as a clarification.

So, the work on each cartoon in the process of teaching the Ukrainian language to foreign students has several stages:

– the preparatory (communicative) stage, when students are introduced to the new vocabulary that is in the cartoon, and update the vocabulary they already know, which will be used in the cartoon; it is suggested to look at the photos of the main characters, to describe their character and appearance. Viewing (cognitive stage) can be divided into several fragments. While watching cartoons, you can stop and ask students to answer questions based on the content. During re-viewing, you can turn off the sound and ask students to voice the characters;

– the next (transformative) stage is characterized by finding out how students understood the main content;

– the last stage (reflective or evaluative) is the stage after watching the cartoon, where students and the teacher discuss what they saw, give evaluations to the characters and events, developing speech skills and oral communication. At this stage, you can also ask students to write a retelling of a cartoon or play dialogues.

In this research, methods of analysis and synthesis, descriptive and empirical methods were used, to find out the benefits of using multimedia resources, to form foreign language communication skills during the study of Ukrainian as a foreign language,

**Conclusions and prospects for further developments in this direction.** The use of multimedia resources, especially cartoons, in the practice of teaching Ukrainian language to foreigners has a number of important advantages, namely: increasing the ability of foreign students to get acquainted with Ukrainian realities, traditions, enriching foreign students' vocabulary, improving the phonetic, grammatical, syntactic skills, improving the ability to build monologues and dialogues, creating a supportive atmosphere in the classroom, implementing the principle of educational visibility. In order to better ensure the formation of foreign language communication skills of students while studying Ukrainian as a foreign language, it is expedient to use multimedia resources, in particular animated films, which allow observation of the unity of emotional and intellectual learning in a student, and the development of his individual thinking. Perspective is the study of the use of languages and foreign languages, as this allows foreign students to adapt to the Ukrainian society and to enrich their vocabulary.

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