

Section 3

Language Education in Ukraine and around the World: Intercultural Aspect

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**You can read the full Ukrainian versions of the articles on the Ukrainian website.*

THE COMMUNICATIVE-COGNITIVE APPROACH OF STUDYING RUSSIAN LANGUAGE BY FOREIGN STUDENTS

The article reveals the essence of communicative-cognitive approach to learning Russian as a foreign language. It is given the history of the problem, defined the modern strategies of the teaching the students, taking into account the cognitive preferences, presented the examples of this approach in the practice of teaching foreign students.

Communicative-cognitive approach to learning a foreign language is one of the modern, actively used in the practice of teaching, considered as a theoretical basis for constructing a system of education of foreign students. Basics of the approach developed by T.M. Balyhina, I.L. Beam, D.I. Izarenkov, I.B. Ignatova, I.V. Karpova, L.P. Mohammad, A.V. Schepilova etc. The basis for the formation of this approach is communicative approach, communicative method, and cognitive approach. New data on the processes of generation and perception of speech obtained in cognitive psychology and linguistics, had a great impact on the adjacent applied discipline - methods of teaching language as a foreign. It originates and receives the cognitive development approach to learning a foreign language speech.

Under the communicative-cognitive approach means the «organization of educational process, which is based on the communicative interactions of students, ensuring the participation of each of them as object and subject of cognitive activity». At the «Dictionary of methodological terms» B.A. Gluhov and A.N. Shchukin give a definition of the cognitive approach: «Same as the cognitive approach to learning, which consists primarily in learning theory of the language is spoken mainly in the form of work on the study of the rules of phonetics, grammar and word usage. Training is given a minor role, but in contrast to her emphasis on the conscious design of speech in a foreign language».

The peculiarity of the cognitive approach is that learning a foreign language speech based not only on account of the actual language, its linguistic side, but also on data that characterize its thinking side. Consequently, the cognitive approach to learning is a deliberate approach, taking into account the cognitive characteristics of students. Everyone has individual characteristics of the cognitive processes that depend directly on the sensory preferences, hemispheric dominance of brain, memory types, etc., so when building a system of teaching Russian as a foreign language is important to consider specialties of students. To make the process of perception and assimilation of new material more effectively, it is important to identify ways of learning strategies for learning and memory, as well as technology for the selection of texts, drawing tasks, the best for each student.

In the process of education of foreign students we have taken into account: 1) primary intellectual abilities (inherited and acquired): perceptual speed, speed and depth of interpretation, spatial thinking, memory; 2) cognitive styles: the dependence on context, cognitive flexibility, cognitive speed, ability to assess, synthesis, analysis, forecasting, strong / weak degree of automation of repetitive tasks; 3) sensory preferences in the collection, retention and reproduction of information (visual, auditory, tactile memory, etc.); 4) dominance hemispheres (tendency to analyze the students with the dominant left hemisphere, the propensity to synthesize / globalization of the students with the dominant right hemisphere).

As the communicative-cognitive approach is based on the consciousness and activity of students, implementation of strategies in the program of teaching Russian as a foreign language appears successful. Students will arrogate to themselves the most appropriate, modify the learned strategies for various tasks, and more efficiently organize their own learning.

Also taking into account the cognitive characteristics of learners, communicative-cognitive approach involves the use of native language to explain the new material at the elementary stage of education and contrastive descriptions of grammar and vocabulary throughout the learning process. Accordingly, one of the principles of international students is the account of the native language of students: a contrastive comparison, accounting features phonetics and grammatical structure. Communicative goals in teaching foreign students based on the communicative-cognitive approach, which involves the orientation of the identity of the student, the development of his intellectual abilities in the process speech and mental abilities in foreign (Russian); it is a prerequisite for the development of cognitive, affective, conscious and cultural identity of the parties of a foreign student. Consequently, methodical system of teaching Russian as a foreign language is subject to a system of cognitive and communicative tasks, and the language is studied from the standpoint of knowledge of the language system, communicative competence, and language / speech skills.

THE PECULIARITIES OF LISTENING AND SPEAKING IN THE TEACHING PROCESS OF BUSINESS TALKS OVER THE PHONE TO STUDENTS OF ECONOMIC SPECIALTIES

The article considers the basic theoretical aspects of listening and speaking in the teaching process of Business talks over the phone to students of economic specialties; the peculiarities of listening and speaking are examined in terms of Psychology, Linguistics, Social Linguistics, and Psycholinguistics; factors which influence speech competence formation of listening and speaking are defined.

Non-native English speakers need to be able to use the telephone effectively if they are to survive in an international office environment. Since many students suffer from nerves when using the telephone (they consider listening and speaking to be the most difficult speech activities), *the first aim of skills practice must be to simply help students to overcome their fear.*

We list a series of micro-skills of listening, which are called *enabling skills*:

- ✓ *Predicting what people are going to talk about*
- ✓ *Guessing at unknown words and phrases without panicking*
- ✓ *Identifying relevant points; rejecting irrelevant information*
- ✓ *Retaining relevant points (note-taking, summarizing)*
- ✓ *Recognizing discourse markers*
- ✓ *Understanding different intonation patterns and uses of stress, which give clues to meaning and social setting*

The evidence that shows why listening is difficult comes mainly from four sources:

- the message to be listened to
- the speaker
- the listener
- the obstacles over the phone

Linguistic features are common that make it difficult for students to distinguish or recognize individual words in the stream of speech. Redundant utterances may take the form of repetitions, false starts, re-phrasing, self-corrections such *I mean* or *you know*. This redundancy is a natural feature of speech and may be either a help or hindrance, depending on the students' level. Lack of sociocultural, factual and contextual knowledge of the target language can present an obstacle to comprehension because language is used to express its culture. Noise, including both background noises on the recording and environmental noises, can take the listener's mind off the content of the listening passage. Listening materials on tape lacks visual environmental clues. Not seeing the speaker's body language and facial expressions makes it more difficult for the listener to understand the speaker's meaning.

A second focus is helping students to understand how telephones are typically used in British or American corporations because telephone etiquette can be very different in different parts of the world. It may, for example, be normal for anybody to pick up the phone or for very direct, or indirect, forms of speech to be used in the students' home country. Students may also find it difficult to have a casual chat over the phone before getting down to business. Thirdly and equally importantly, we need to help students to improve their pronunciation and audible non-verbal language; these aspects of communication obviously become so much more important on the telephone because of the absence of the visual image which is present in any face-to-face conversation.

Also note the following when preparing to practice telephone skills with students:

- In companies the telephone is usually answered in one of the following ways:
 - *Good morning/afternoon! Mitsubishi Electric* (= company name).
 - *Hello, Sales Department* (= name of department).
 - *Moore* (= name of manager in own office).
- There are many ways of finishing telephone conversations, for example:
 - *Bye.*
 - *Goodbye.*
 - *OK, 'bye.*
 - *I'll get back to you later on.*
 - *See you on Thursday, then ...*
 - *OK, thank you for calling. I'll make sure you get a new price list immediately. 'Bye.*

So, Business Telephoning today can be distinguished as a performance area even though it actually refers to a channel of communication and may cover a wide range of situations and types of interaction.

This is because the language used on the telephone is highly conventional and formalized. Many words and expressions are used only on the telephone, either because they relate to the technology or because of the need for rituals and routines in a difficult communicative situation.

Telephoning also requires well-developed skills in exchanging information, clarifying, and explaining. Since the speakers cannot fall back on visual support (graphics, figures, pictures, gestures, facial expressions, or body language), the stress on the spoken word is greater than in any other interactive situation.

A. O. Blyznyuk

TEACHING ENGLISH WRITING TO PSYCHOLOGISTS

The article "Teaching English Writing to Psychologists" is devoted to the analysis and definition of the goals of teaching writing in English for specific purposes to students majoring in psychology. The analysis and definitions of teaching are based on the communicative language teaching methodology, results of questionnaire and students' needs. Relevant level of proficiency in writing in English for specific purposes is defined.

Nowadays writing is very important to modern people and society. There is no special methodology for specific purposes for psychologists. Students were interviewed about necessity of such skill as writing in English for specific purposes. You can see some results: How significant is foreign language to psychologist's professional activity? Results: very important 35.4%; important 41.7%; not necessary 16.6 %, difficult to decide 4.2%; this question is not a matter of principle 2.1%. Do you think teaching writing in English for specific purpose is necessary to psychologists? Results: yes 62%; not very necessary 21.3%; no 10.6%. How significant for a psychologist is using professional writing for cooperation with foreign colleagues or clients? Results: necessary 25.5%; desired 59.6%; not necessary 12.8%; this question is not a matter of principle 2.1%. How often does a psychologist need to create writing statements or documents in foreign language? Give your opinion. Results: very often 8.5%; often 14.9%; sometimes 53.2%; seldom 23.4%; never 0 %. What type of linguistic activity in English will be the most important to you? Give your opinion. Results: reading 21.1%; writing 17.1%; auding 10.5%; speaking 51.3%. In what professional and communicative situations does a psychologist need to be skilled in writing in English? Give your opinion. Results: writing paper 4.7%; essay 8.5%; abstracts 25.6%; articles 17.8%; synopses 12.4%; notes 8.5%; theses 6.2%; personal presentations 16.3%. What functional types of writing do you think are necessary for psychologist's professional activities? Give your opinion. Results: descriptions 12.7%; reports 13.6%; speculations 16.1%; information 22%; persuasions 14.4%; narration 21.2%.

According to the results of the survey developing specific methods of teaching is required. The goal is to prepare students for international contacts through writing different English documents. The developed method has to take into consideration the specific needs of practicing psychologists.

A. M. Voloshchuk

THE READINESS CHARACTERISTICS OF THE HUMANITIES TEACHERS FOR THE METHODOLOGICAL COMPETENCE FORMATION

The article sheds light on the humanities teachers' readiness for the methodological competence formation and its peculiarities in the contemporary life of our society. The author also analyses the readiness' dependence on the humanities teachers' experience duration in the education field according to the chosen speciality.

In modern society, due to its dynamic development and constant changes, the approaches to the future teachers' professional and methodological preparation are revised. At the same time, the educational reforms are outlined by the European Framework of Reference and the Bologna convention requirements that set higher education the objective of preparing a highly erudite and culturally rich professional, who is a broad-minded master of his subject and is capable of transferring his knowledge and experience to others, ready to work in the new world community. In other words, innovations in the education and science have the global character.

A lot of publications of the native and foreign scholars (A. O. Verbytsky, B. S. Gershunsky, O. A. Dubasenyuk, I. A. Zyzyun, T. G. Kyselyova, V. O. Slastyonin and others) deal with the peculiarities of the humanities teachers' professional preparation. In particular, the most recent works focus on the humanities teachers' lifelong professional development (N. Ye. Bulankina) and individual professional styles (Zh. V. Kovaliv), questions of their retraining programs (V. M. Burenko), the role of the information technologies in the humanities teachers' preparation (R. S. Gurin, T. V. Kolomlina), etc. However, these researches do not reflect, in particular, on the methodological competence's (MC) role in the formation of the given speciality teachers, and this brings forward the topicality of our article.

It is known that methodologically competent teachers, in the first place, take part in working out and further use of the innovations in their practical activity. By methodologically competent we mean teachers possessing the system of scientific, psychological, pedagogical and subject (humanities) knowledge and skills in the humanities teaching process based on the awareness of the didactic methods, principles and ways and contributing to the formation of all the professional competence components. So in order to reveal this kind of humanities teachers and establish the level of their readiness for the MC formation, we carried out the questionnaire among 111 language and literature, as well as history teachers working in comprehensive educational establishments of different types: 55 respondents with the less than 10 years' experience and 56 – with the experience over 10 years. When analysing the results, we found a number of major differences between the questioned humanities teachers, which are as follows:

❖ *Real awareness level in the MC field.* Most of the teachers from the first group (49%) admit their partial knowledge of the most important facts in this field, and most of the teachers from the second group (57%) state that all their knowledge is the result of their practical activity.

❖ *Sources for the MC improvement used now.* Almost half of the experienced teachers (45%) enrich methodologically on the basis of the professional literature, while over a half of the less experienced teachers (59%) do it by means of the Internet and ICT.

❖ *The most expressed MC development direction.* The majority of the first group respondents acknowledge methodological thinking (47%) and methodological literacy (31%) as their most developed spheres, and the majority from the second group talk about their high development in the methodological culture sphere (41%) and in all four (the three are mentioned plus the methodological reflection) directions (34%).

❖ *Stimuli that improve the process of the MC formation.* The most important stimular of this kind for the first group respondents is the possibility to experiment with the innovative methods and techniques at the lessons (42%), and for the second one – a chance to carry on self-education and self-development (43%).

Summing up the results of our research, we can talk about the general readiness of the modern humanities teachers to form the MC, however in different ways. A new generation humanities teachers are more open to the education innovations, learning them on the Internet and by means of other innovative techniques, and willingly experiment with them in their work, but they often lack qualitative methodological preparation to improve their productivity. The elder generation, however, has a higher level of the MC formation in different directions, but treats innovative processes more carefully, concentrating mostly on the self-education and self-development. Taking all these facts into account, we see the future research perspectives in defining the level of the MC formation in the pedagogical speciality graduates and identifying their attitude to the innovative approaches to this competence formation.

LANGUAGE EDUCATION IN THE USA WITHIN THE CONTEXT OF LANGUAGE SITUATION AND LANGUAGE POLICY

The paper analyses language education in the USA from sociocultural and sociolinguistic perspective. The U.S. is characterized as a monolingual society with heritage languages as rich linguistic resources. It also reveals language policy and the factors which influence foreign language education, foreign language fad in particular.

Language education of any country is the result of interplay of language situation and language policy. In terms of language situation, the USA observes the norm of monolingualism, that is 1) low expectations for foreign language proficiency; 2) low value placed on immigrants' languages; 3) universal emphasis on the need to speak English. According to the 2000 U.S. Census, nearly one person in five speaks a language other than English at home. It means that at least 47 million U.S. residents are or can be bilingual. But with the regard to immigrants' heritage languages, the most typical trajectory is that only first-generation children are bilingual, and that the second and later generations are absorbed into the norms of the larger monolingual society. The language education in the USA greatly contributes to it, as bilingual education is a costly thing to afford everywhere, and children's heritage language skills are dissolving without reading and writing in it. But there are also sociocultural challenges that have to do something with speaking the language of ethnical minority. A language is closely associated national identity and if immigrants' children want to become well-accepted members of a new society, they choose to speak English even if there is a chance to speak their native language.

This trajectory reflects the forfeiture of linguistic resources that might be well conserved with educational policies more focused on maintaining and developing immigrants' language skills in both mother tongue and English. Center for Applied Linguistics is providing leadership for the Alliance for the Advancement of Heritage languages with the goal of promoting the conservation and development of heritage languages as a part of larger effort to educate citizens who can function professionally in English and other languages. But this initiative can hardly be called a well-planned language policy; it's more like an on-line guide of heritage language program profiles, information about collaborating organizations, and links on heritage language issues.

Larger sociocultural and sociolinguistic framework of the USA also influences foreign language acquisition. As famously quipped by a sociologist, U.S. is a cemetery for languages, not only for heritage, but also for foreign ones. Only 9% of Americans, compared with 44% of Europeans, speak a foreign language. Their native language is lingua franca of today's world, and, taking into consideration the Americans' pragmatism, there's no need to study any foreign language. For example, in 1960s, there was a massive student/parent rebellion against "irrelevant" courses – that is, courses without evident, immediate practical value in day-to-day work and social life. The result was a sharp drop in the number of students enrolled in foreign-language courses from 31,5% in 1965 to 22,2% in 1976.

But American pragmatism may also play a good role in foreign language education. If there's a need to master another language, they usually do it in the best possible way by immersion in the country where the foreign language is spoken. For example, Quetzaltenango (Guatemala), a city of 200 000, has forty Spanish schools. While many Europeans and Australians come to study Spanish there, the overwhelming majority of learners is from the U.S. There are other Spanish-learning "capitals" spread out throughout Latin America.

Particular foreign languages were popular at different times in the USA, influenced mostly by political and social factors. Due to the "language fad" German language programs were eliminated because of anti-German moods. During the 1960s, everyone was supposed to learn Russian as a result of the Sputnik scare. In the 1980s learning Japanese became a fad to meet the next economic challenge. Nowadays Foreign Language Assistance Program is launched to promote the expansion in the study of foreign languages in public schools. The language programs are established in partnership with colleges for so called critical languages, such as Arabic, Farsi, and Chinese, from geopolitical areas that the U.S. government considers critical to national interests.

Language education in the USA is a complex phenomenon due to sociocultural, sociolinguistic, and socio-psycholinguistic factors: English as modern lingua franca; ethnical diversity of U.S. population, lack of motivation to study foreign languages. The main priority of language policy is English as a tool of national unity in the "melting pot." In our opinion, maintaining and developing heritage languages with the help of optimal educational languages is the only way to save rich linguistic resources and become bilingual in the United States.

THE FORMATION OF A PROSPECTIVE FOREIGN LANGUAGE TEACHER'S PEDAGOGICAL INTERACTION CULTURE: THE INTERCULTURAL ASPECT

The article defines the essence of a prospective foreign language teacher's pedagogical interaction culture and considers some peculiarities of its development. The structure of intercultural skills is analysed. A system of intercultural tasks for the formation of intercultural skills is designed. Task samples are supplied to illustrate the sociocultural potential of teaching dialogue.

New sociocultural conditions of modern society's development, its globalization, internationalization and intergration into European structures, radical changes in human communication and transformation of educational systems are very topical for modern pedagogics.

The topicality of the article is ensured by present-day challenges which are reflected in a number of documents stating the main peculiarities of a prospective teacher's professional development, such as the Common European Framework of Reference and basic state Ukrainian documents. According to them the criteria of the amount and fullness of the knowledge as the basis for development of modern teacher's characteristics is changed into the teacher's ability to create new knowledge using effective techniques. In this case the question of intercultural education becomes very important.

The intercultural principle in professional teachers' training presupposes national culture integration into different foreign cultures. It means that a formation of a personality open to different cultures, ideas and values is to be ensured. Such a person should be involved in all types of cooperation, including pedagogical interaction, in order to be able to make cooperative decisions.

Pedagogical interaction is defined in pedagogical science as a two-sided (between a teacher and the students) system of relationship in the process of teaching. It can be represented by a monological and dialogical types of relationship. The former type is characterized by the knowledge transfer, whereas the latter is not only the transferring of knowledge but a construction of new one on the basis of a teacher's and students' experience by means of active discussion.

One of the most important factors of a successful pedagogical interaction is pedagogical interaction culture. By pedagogical interaction culture we mean a systematized totality of knowledge, habits and skills which provide moral and communication standards as well as pedagogical ethics while exchanging or creating new knowledge. As the definition of intercultural presupposes active and positive dialogue of cultures in society, for the formation of pedagogical interaction culture a dialogic type of relationships is characteristic. For the realization of a dialogue of cultures in teaching a prospective teacher should possess intercultural skills. Following Shelly Wong's definition, we understand intercultural skills as the elements of learning pedagogical interaction, which allow the teacher to perform special activities aimed at the development of cultural originality and the creation of a comfortable environment for effective teaching and learning. For the formation of a prospective teacher's pedagogical interaction culture the following intercultural skills are necessary: the replication skills in accordance to learning and cultural standards; the skills of developing dialogical thinking; the skills of tolerance; the skills of creation partnerships between cultures; the skills of establishing contact between cultures; the skills to interpret the partner's communicative strategies and to adequately build a personal one, etc.

For the efficient development of intercultural skills in the process of the formation of a prospective foreign language teacher's pedagogical interaction culture it is necessary to use a specially designed system of intercultural tasks. The system is designed according to the main stages of skills formation. They are preparatory, training and creative stages.

Thus, we have reason to conclude that the efficiency of the formation of a prospective foreign language teacher's pedagogical interaction culture depends on the level of preparation of a prospective teacher for the work in a new sociocultural environment and on the level of intercultural skills formation, which contribute to successful crosscultural interaction.

PROBLEMS OF PREPAREDNESS OF FUTURE OFFICERS OF THE INTERIOR TROOPS FOR FLUENCY IN A FOREIGN LANGUAGE

In the article problems of preparedness of future officers of the Interior Troops for fluency in a foreign language are considered in the aspect of service professional competency component formation. The corresponding standards of fluency in a foreign language are determined with consideration of goals of Bologna declaration and European military formations standards.

In the article it is revealed that future officers have objectively stipulated necessity of fluency in a foreign language to solve service challenges. One of the main determinants of the education is a conformable to European standards quality, where preparedness for fluency in a foreign language is an integral part.

The author states that definition of problems of preparedness of future officers for fluency in a foreign language will contribute to its level increase, optimization of education process, formation of service professional competency.

Interdisciplinary interests to the researched phenomenon testify the actuality of the chosen thematic.

The aim of the article is to analyze component problems of preparedness of future officers for fluency in a foreign language.

According to the aim of the research the following tasks were determined:

- to clarify the essence of the basic notions;
- to reveal the role of motivation in preparedness for fluency in a foreign language forming;
- to analyze the content of competencies of future officers with reference to preparedness for fluency in a foreign language;
- to compare model levels of preparedness of future officers for fluency in a foreign language.

In the article the notion of preparedness for fluency in a foreign language is considered in the context of personal approach (integrative persistent characteristic) and functional approach (psychic state) conjunction.

The authors analyze the role of motivation and conclude that it plays a vital part in formation of preparedness for fluency in a foreign language. Therefore, successful resolution of this problem is possible under the condition of implementation of new pedagogic technologies.

It's pointed out that difference in standards of fluency in a foreign language between the Interior Troops of MIA of Ukraine, the UN and European military formations is one of the peculiarities of preparedness for fluency in a foreign language determination.

The comparison of level of fluency in a foreign language of different standards is shown in the comparative chart. During the research it was found that different language standards define criteria, but do not offer program and goal-oriented technology of pedagogic support of preparedness for fluency in a foreign language.

The research of the standards of the higher education of the Academy of the Interior troops of MIA of Ukraine is carried out and difference of model levels of different specialties for fluency in a foreign language is found.

Summary. At the end of the research the authors conclude that problems of preparedness of future officers of the Interior Troops for fluency in a foreign language are rather scantily explored, though they possess an important scientific and practical value. It was found out that problems of preparedness of future officers for fluency in a foreign language are connected with transformation of system of higher education of Ukraine taking into consideration Bologna declaration conceptions and European military formations standards. During the research the basic researched notions are clarified and their specific is determined. The accomplished comparative analysis of civilian and military standards affirms the intention of unification of model levels of language proficiency.

The perspective of the further scientific research is a pedagogic support technology of professional training of future officers for fluency in a foreign language.

To solve the determined problems it is proposed to:

- work out methodic recommendations for STANAG 6001 standard implementation when assessing the preparedness of future officers for fluency in a foreign language;
- research the effect of internal and external motivation of future officers on studying of

foreign languages;

- ground the necessity of information and communicative technologies implementation while testing according to STANAG 6001 standard;
- run systematic computer-based testing aimed to study dynamics of formation of preparedness of future officers for fluency in a foreign language;
- promote development of pedagogic program product with an implementation of modern information and communicative technologies, which would offer an opportunity for self-assessment in preparedness for fluency in a foreign language for future officers.