

not *heavy sun*, or we say that we *make* or *come to a decision*, but we don't *do a decision*. So, *heavy rain* and *make a decision* are often referred to as collocations and we say that *heavy* collocates with *rain*.

6. Synonyms.

A synonym may be used to help the student to understand the different shades of meaning, if the synonym is better known than the word being taught. Synonyms help to enrich a student's vocabulary bank and provide alternative words instantly. These can be effective since they build on words and phrases that students already recognize.

7. Short stories.

Another way to make teaching vocabulary more fun is to have students create a short story or screenplay using the words they have just learned. Teachers can also make this a final project or midterm project. Typically, this will go over much better than a final exam, and students will be more willing to engage and get creative with such a task, especially if a large portion of their grade depends on it.

8. Using an i-Pod

Do your learners carry iPods or tablets? Don't be angry at them for using technology in their lives. Turn it to your advantage! A number of good websites now exist that can get you and your learners up and running using this latest new technology for language learning and practice.

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APHORISMS IN ESL CLASS AS A TOOL OF DEVELOPING STUDENTS' SOCIO-CULTURAL COMPETENCE

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Language and culture are closely tied to one another and have a profound influence on both verbal and non-verbal communication. A variety of daily and intellectual contexts must often be taken into consideration in order to understand the meaning of something that is said. Such contexts can differ greatly from one culture to another, often making it difficult for newcomers to effectively communicate with other members of their new culture. Developing an understanding of general cultural contexts and their implications will enable someone who was not raised in a particular culture to fully comprehend speech or text in that culture's language, and to use the language more easily (American Immigration Law Foundation, 2002). That is the basic idea behind socio-cultural competence and its use in ESL education.

The idea of teaching socio-cultural competence in ESL programs is fairly recent. Moreover, there has been a slow progression of information and teaching materials that would enable ESL educators to understand the importance of this topic and to implement it in their classrooms. Several models and theories have been introduced in recent years to further explain of socio-cultural competence and how the lack of this information can negatively affect ESL students.

A language is a reflection on a national mentality and culture. That's why, when teaching a foreign language, to provide students with a stock of lexical units (vocabulary) and instructions as for their arrangement (grammar) is not enough. Developing socio-cultural competence is urgent. It is possible due to the application of a certain methodological system which embodies socio-cultural approach as a methodological foundation and communicative-cognitive method as a theoretical basis of teaching technique. Aphoristic text, in particular, is a source of getting socio-cultural information, which gives an opportunity to satisfy cognitive needs of the students. In any language aphorisms are units that reflect the picture of the world of native speakers. Aphorisms as a mirror of national culture contain a great volume of information about tradition, foundations, word outlook and mentality of a language community [1, p.58].

The word aphorism was first employed by Hippocrates to describe a collection of concise principles, primarily medical, beginning with the famous, 'Life is short, art is long, opportunity fleeting, experimentation dangerous, reasoning difficult. . . .' Eventually the term was applied to statements of principles in law and agriculture and extended to other areas.

As a linguistic means of reflection of the picture of the world, aphorism allows to express an idea more exactly and informatively, imparts certain stylistic colouring to the speech. That's why the application of aphorisms helps to make speech more expressive and emphatic. So a student can feel more confident in the situation of foreign language communication.

Aphorisms contain pragmatic settings, which reveal themselves in a perfection of vocabulary and a wise demonstration of actual life phenomena into general principles or dominant ideas. The opportunity to appeal to the author's experience allows to use aphorism as 'a pragmatic tool' with an evident didactic и polemic function. Many aphorisms aim to overwhelm a reader or a listener with an unexpected argumentation or comparison, which makes them a true weapon in polemic: *I pick my favourite quotations and store them in my mind as ready armour, offensive or defensive, amid the struggle of this turbulent existence. Robert Burns* [4].

The specific of aphorism in cognition of various aspects of life reveals in the fact that these short sayings polish, enrich and systemize knowledge about the reality. The extreme concentration of a message is achieved in them. Aphorisms in the cognitive activity are primarily used for revealing some invisible, for fixing the result of thinking. Highlighting essential aspects of the object, aphorisms make the cognition process easier [2, p. 7-8].

Students should also be aware of the convincing or even manipulative power of aphorisms. As Arthur Krystal warns 'Anything that can educate can also manipulate,

and anyone selling anything to the public dictators, CEOs, advertising executives knows the power of easy-to-remember expressions. I, for one, still believe that ‘It takes a tough man to make a tender chicken.’ Effective ad copy, of course, doesn’t have to be true; it simply has to be catchy. But a well-honed aphorism not only stops us in our tracks; it impedes our moving forward. Even if we don’t immediately buy into it, it can still deliver a wallop: ‘There is no female Mozart because there is no female Jack the Ripper,’ Camille Paglia tells us. Is this worth discussing? Or are we being bamboozled by the phrase’s conspicuous symmetry? True or not, some aphorisms make it hard to imagine anything better ever being said on the subject. . .

‘And herein lies the danger as well as the appeal of the aphorism. A statement can be so well put that its cogency is entirely dependent on its formulation, but as soon as we reflect on it we may come to another conclusion’ [3].

Thus, bringing aphorisms into ESL class helps to form socio-cultural competence of the students and, consequently, to master the foreign language.

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INNOVATIVE METHODS IN TEACHING ENGLISH FOR ESP STUDENTS

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The purpose of education is not just making a student literate, but adds rationale thinking, knowledge and self sufficiency. That’s why teaching nowadays must include innovative communication methods that impart knowledge. Some innovative methods of teaching could be multimedia, the combination of various digital media types such as text, images, audio and video, into an integrated multi-sensory interactive application or presentation to convey information to an audience.

English as the official language of the entire world is a very tricky language to teach. English is a very old language and has undergone many forms changes from Proto English derived from the Latin and the German culture to the Modern English which was established after in the post Renaissance period. Each version was simpler than previous. Present day English is the simplest adaptation of a very old language and yet it is still difficult to teach this language effectively especially to those who speak English as a second language.