

combination of top-down and bottom-up exercises can help to increase students confidence in their ability to understand news and may even stimulate them to access this huge resource by themselves.

The Internet can be used to offer advice, facilitate analysis, or conduct activities. Numerous sites offer lessons on English language usage, which provide short lessons on specific points given by a lively and charismatic expert, are advice-giving resources that teachers and learners might exploit in the classroom or at home for students working by themselves. The collections of authentic language samples, typically limited to a particular type, such as academic speech, literature and media can be used for analysis.

Using the Internet resources can contribute to learning efficiency: learners are able to pick up language knowledge or skills faster or with less effort; to the access to materials or experience interactions that would otherwise be difficult or impossible to get or do; convenience: learners can study and practice with equal effectiveness across a wider range of times and places; motivation: learners enjoy the language learning process more and thus engage more fully.

References

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TEACHING INTERCULTURAL COMMUNICATION

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The Common European Framework of Reference published in 2001 has greatly influenced the foreign language teaching. Alongside with other important issues it recognized the importance of intercultural competence and intercultural awareness in foreign language teaching. Intercultural Competence is understood as the acquisition of intercultural understanding and the ability to act in linguistically and culturally complex situations.

Thus in foreign language teaching and learning we can define three interrelated components:

1. Language use.
2. Awareness of the nature of the language.
3. Understanding of foreign and native culture [1].

The third point – understanding of foreign and native cultures is the main focus of Intercultural Communication as a subject. Intercultural Communication (IC) as a subject links two very broad and abstract categories – culture and communication. These very abstract categories tend to blend into each other as culture is a dynamic concept that has many meanings, and the same may be said about communication.

Learning the basics of different cultures organization becomes an important issue in modern society and can't be overlooked by the teachers of English.

Foundations of IC are not a remedy for all misunderstandings that may occur between people from different cultures, but they do aim to help make such encounters effective. The basic issues of IC – defining culture and its functions, cultural dimensions, verbal and nonverbal forms of communication are urgent for teachers of English in developing cultural competence. The teacher of English should be a mediator between the cultures, recognize cultural differences and celebrate cultural diversity.

Among the important areas for studying we can single out four main blocks – Culture, Comparing Cultures: Cultural Dimensions, Verbal and Nonverbal Communication: Intercultural Aspects and Developing Intercultural Competence. Each block is represented by the following topics:

1. **Culture** - Defining Culture, Layers of Culture, the Tree of Culture, Cultural Universals, Dimensions of Human Behavior and Functions of Culture.

2. **Comparing Cultures: Cultural Dimensions** - Concept of Self: Individualism/Collectivism, Universalistic and Particularistic Cultures, Concept of Time: Monochronic and Polychronic, “Being” vs. “Doing” Cultures, Masculinity and Femininity.

3. **Verbal and Nonverbal Communication: Intercultural Aspects** - Communication as a Process. Forms of Communication, Verbal and Nonverbal Forms of Communication, High and Low Context Cultures, Direct and Indirect Verbal Interaction Styles, Uncertainty Avoidance/Risk Taking, Power Distance and Nonverbal Communication.

4. **Developing Intercultural Competence** - Barriers to Successful Intercultural Communication, History and Experience through Language, Cultural Values and National Character, Cultural Truth or Ethnocentrism, Stereotypes, Sensitive Language: Avoiding Bias and Intercultural Communication Competence.

Having completed a course in intercultural communication students should have acquired:

- knowledge of the cultures, institutions, histories and ways of life of different communities and the ability to recognise their impact on behavioural norms in given fields of communication;
- understanding of the relationship between culture, contexts of communication and language use;
- insight into the roles and conventions governing behaviour within specific intercultural environments;
- critical awareness of their own and others' beliefs and values;
- sensitivity towards cultural stereotypes and related obstacles to successful intercultural communication.

Students who have acquired such knowledge and understanding will be expected to demonstrate the capacity for:

- effective communication in the language of their interlocutor;

- application of the knowledge of culture and cultural values to the management of intercultural contexts;
- adaptation of their behaviour according to the demands of different intercultural situations;
- identification and critical analysis of the cultural components of authentic media of communication;
- reflection on the cultural factors influencing their own behaviour and that of others.

References

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EFFECTIVE VOCABULARY TEACHING STRATEGIES IN THE FOREIGN LANGUAGES FOR ACADEMIC AND PROFESSIONAL PURPOSES

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The study of effective vocabulary teaching strategies in the English and others foreign languages for academic and professional purposes is multidisciplinary enterprise requiring expertise in areas of linguistics, computer science, psychology and sociology. Collaboration among researchers in each of these areas is to create effective vocabulary teaching systems that combine the strategies that people use to communicate with each other in real situations. Today the language systems teaching must combine spoken and written language understanding and generation to allow people to interact directly or with computers using speech to obtain information on virtually any topic, to conduct business and to communicate with each other more effectively.

The results of our study based on the review of the literature and pedagogical experience indicate some important criteria for selecting vocabularies:

- 1) range (the extent to which a word occurs in the different types of texts);
- 2) coverage (the capacity of a word to replace other words);
- 3) frequency (the number of occurrences of a word in the target language);
- 4) learnability (the extent to which a word can be learned without difficulty);
- 5) language needs (the extent to which a word is regarded as "required" by the learner in order to communicate).