

by the provincial ministry of education, wherever you might be. The most lenient situation will be a home stay, as tutors are only required to be proficient in their native tongue.

In addition, the Canadian school year typically starts in the beginning of September and ends in late June.

It is advisable to steer away from discussing Canadian regional politics. The division between Quebec and the rest of the nation is a touchy subject, and one to be avoided in formal situations.

References:

1. [https://www.gooverseas.com/teachabroad/canada#:~:text=In%20order%20to%](https://www.gooverseas.com/teachabroad/canada#:~:text=In%20order%20to%20)

PLANNING AND ORGANIZATION OF FOREIGN LANGUAGE LEARNING ACCORDING TO THE CULTUROLOGICAL APPROACH

VOLODYMYR TATARIN, Master degree student

IRYNA SHYMANOVYCH, Associate Professor, PhD in Education, Scientific Adviser

Berdiansk State Pedagogical University

Planning and organization of teacher's work is an important milestone in schooling process. It is hard to establish the course without the cluster of exercises, included in a system of topics, which are built to help students master the intercultural communicative competence. Nowadays, due to the novelty of the culturological approach, planning of lessons is not defined and does not have a systemized scheme. So, the article aims to outline the key positions in this branch.

The issue was studied by a lot of scientists. For example, A. Liddicoat studied the principles and characteristics of intercultural learning of a foreign language; L. Sercu studied the aspects of teaching a foreign language in the intercultural world; Ch. Laskaridou dealt with the tools of culturological analysis in the foreign language lessons; and many others.

The organization of foreign language learning according to the culturological approach is a rather difficult task. Methodologists treat the curriculum as a teacher's choice as to what should be included in or excluded from the course. The thing is that it is dynamic. In a contextualized curriculum for intercultural language learning, the whole organizational process is facilitated by the interdependence of such integrated dimensions as: planning ↔ resourcing ↔ teaching ↔ assessment ↔ updating. Such relations are of a qualitative nature.

First of all, at the planning stage, it is necessary to find out the starting point of the lesson – the people involved in the learning process and their socio-cultural and linguistic features. To do so, it is important to determine who are

the students, the teachers, and the general public with its values and perspectives on the intercultural language learning. Given this knowledge, the teacher will be able to adequately define the goals, objectives and results of the curriculum and how they will be achieved in practice through systemized exercises.

Exercises have long been associated with communicative language learning and have been seen as methods or tools to support classroom interaction. Describing exercises, some scholars have distinguished between the concepts of “real” (ones that are needed in real life) and “pedagogical” activities. Others described them in terms of achieving a certain goal. Some still include in this concept any activities in the classroom. However, no interpretation explicitly acknowledges that the very creation and transmission of meaning are inseparable from language, culture and values. This excludes an understanding of changing contexts within language and culture, and between them separately.

As part of the intercultural learning of a language, meaning-making is a linguistic and socio-cultural act and, thus, it is included in the feature of an exercise as a holistic unit, which is a microcosm of the curriculum as a whole. Therefore, any activity in a foreign language should include conceptualization, and not just language analysis, since an exercise is a means to facilitate interaction, integration of actions, thoughts and techniques of students in the classroom, which itself is an integrative place for intercultural interaction.

An exercise should focus on actions in the context, purpose, interaction process, product that is the result of interaction, awareness and reflection – metacognitive practice. By doing an exercise, students activate their knowledge of language, culture and learning, and also expand boundaries of understanding multiculturalism. They interpret the goals of communicative interaction and the context in which it takes place: the situation, social and psychological characteristics, participants and their relationships. The process of performing the exercise schematically has the following form: interpretation → interaction → activity / product → reflection. The study and use of language lie on the surface of the exercise itself, but rather as the elements included in the context, not an end in themselves. Therefore, the limits of potential knowledge will depend on the work of the entire chain of exercise.

An important element for the development of exercises is their organization. The interconnectedness and combination of exercises for consistent learning will help to fix the longitudinal line of the intercultural communicative competence. However, when building a curriculum on exercises, it should be borne in mind that they themselves are an integrated experience. Exercises are related as clusters for the formation of individual activities, conceptually organized around topics (e.g. *friendship, education, relationships*), types of text (e.g. *advertising, diary, invitation*), or processes (e.g. *excursion, research, exchange of experience*).

That is why, when planning language learning, it is necessary for the teacher to predict the control result of the chain of exercises and establish

reference points in accordance with the purpose of this cluster. This will help to make adjustments to the curriculum and possibly change the vector of intercultural communicate competence acquisition, taking into account the typical failures and mistakes in the learning process.

References:

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AUXILIARY WORDS

ANNA TUZ, student

ALLA M. KROKHMAL, Associate Professor, PhD in Education, Scientific Adviser

O. M. Beketov National University of Urban Economy in Kharkiv

Auxiliary words are an important part of English, they play an essential role in the conjugation of the English verb, because they are involved in the formation of grammar tenses, with the exception of the affirmative form Present and Past Simple (Indefinite), and they appeared not so long ago.

An auxiliary word is a word that does not have a denominative function in a language but serves to express semantic and syntactic relationships between words with lexical meaning. Unlike words with lexical meaning, they are not sentence constituents. It has Latin origin “*auxiliaries*”, from “*auxilium*” – help. An auxiliary verb (or a helping verb as it's also called) is used with a main verb to help express the main verb's tense, mood, voice or to form a negative or question.

English has a rich system of auxiliaries. In English there are two types of auxiliary verb: *primary* auxiliaries and *modal* auxiliaries. The three primary auxiliary verbs are 'be', 'have' and 'do'. There are ten common modal auxiliary verbs and they are 'can', 'could', 'will', 'would', 'shall', 'should', 'may', 'might', 'must' and 'ought' . They may express such notions as possibility (“may,” “might,” “can,” “could”) or necessity (“must”). Other English auxiliaries are “will” and “shall,” which often indicate futurity, among other meanings, and “would,” which usually indicates desire or intent. Auxiliaries also help form the passive voice. The most common auxiliary verbs are have, be, and do.