

#### IV Дунайські наукові читання: гуманітарна освіта в теорії та практиці

для індивідуального використання та групового. Результати цих випробувань представлені кількісною формою, та піддаються статистичній обробці, та послідовному коментуванню [2, с. 435].

Для точного та повного сприйняття категорії «тест» необхідно звернути увагу й на тлумачення цієї категорії в методиці викладання іноземних мов. Так, під тестом методисти розуміють підготовлений згідними з певними вимогами комплекс завдань, які пройшли попереднє випробування з метою визначення показників його якості та дозволяють виявити в учасників тесту ступінь їх мовної (лінгвістичної) та/чи мовленнєвої (комунікативної) компетенції і результати якого піддаються певному оцінюванню за задале- гідь встановленими критеріями (Коккота В.А.). Значний інтерес становлять дослідження зарубіжних науковців, зокрема (Lado R., Littlewod W., OllerJ.W., Underhill N.).

Отже, існують різні значення поняття «тест» – від практично будь-якого виду

контрольного завдання до набору завдань виду «множинний вибір». У зарубіжному досвіді мовленнєвого тестування є різновиди в трактуванні поняття «test». Так, його можливо співвідносити як поняття «контрольна робота» взагалі, як підстава «оцінюючого судження» та контрольна робота, яка передбачає спеціально організовані зміни завдань, що нас цікавлять і умінь та навичок).

Тестування в навчанні іноземних мов проводиться для виявлення: по-перше, рівня досягнення у визначеному виді діяльності; по-друге, здібностей до визначеного виду діяльності; по-третє, труднощів в оволодінні тим чи іншим видом діяльності і можливих способів їх подолання. Тести можуть бути підсумковими (summative tests) або тематичними і formative tests). Підсумкові тести складаються для того, щоб об'єктивно довести учням рівень навченості. Тематичні тести призначені для покращення навчального процесу.

1. Гончаренко С. Український словник / С. Гончаренко. – К. : Либідь, 1997. – 376 с.
2. Психологічний словник / За ред. В.І. Войтка. – К. : Вища школа, 1982. – 216 с.

#### INTERCULTURAL CHARACTER OF ENGLISH LANGUAGE TEACHING IN THE CONTEXT OF MODERN HUMANITARIAN EDUCATION

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The process of globalization is accompanied by cultural heterogeneity, which is a relevant feature of modern world. In such case foreign language teaching acquires intercultural character. In order to form the scientific worldview to future teachers their foreign education should lean against everyday knowledge of intercultural character.

Global processes, which have touched practically all the spheres of life, considerably influenced the transection of different cultures, which give an opportunity to show the world the most fully. At the same time, the equality of cultures and tolerance not always

accompany the openness of the world. The example is the phenomenon of «americanization» of the life of our society.

Each person considers, that he lives in native, habitual culture, in which he has grown. But this question is rather disputable as this culture for a long time has features of other cultures, which have considerably changed it. This means that modern person lives at the same time in several cultural worlds, which cross among themselves.

Even in the societies of traditional world the expansiveness of educational area and the ability of choice leave no possibility to

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preserve the «cleanness» of native culture. Intercultural character of modern educational area is confirmed by everyday practice. It was noticed long ago and has become a tendency. The researchers V. O. Kluchevsky, N. A. Lossky, P. A. Florensky, S. Frank and others pointed out the inevitability of rapprochement of national cultures and peoples.

The necessity of exploration of the new sides of interaction between cultures was proposed and founded by the scientists in the XX-th century. The essence of the processes, going on in a constantly changing world, reveals the new appeared directions: intercultural communication, linguoculturology, linguocountrystudy. The views on the problem of some scientists are nontraditional and don't coincide with traditional ones. For example, O. Shpengler considers that each culture is self-reliant and there is no dialogue between cultures, S. G. Ter-Minasova proves the right to exist for the new metaphor – «the war and peace of languages and cultures» [2; 3; 4].

The tendency of different culture intersections, coming into existence in modern life, which appear in all spheres of life, is proved correct by scientist researchers and observations. Such tendency is revealed largely in education, where manifestation of contradictions between intercultural character of modern life and insufficient reflection in educational area is especially sharp.

At present, English – is the language of international communication. For teachers it is one of the main participant of educational process and must become customary at computer work and while fulfilling other operations. It is difficult to reach as at the institutional level the role of state standard of professional education for not linguistic speciality (where foreign language is studied only the first terms) is marked strictly. Future teachers of mathematics, physics and history, as many observations show, are not interested in foreign language study. It is connected mainly with the aesthetic that language knowledge will be not claimed in their future profession. During their work at school they

will not read special literature in foreign language, and communication with foreign colleagues will be very rare. It is also difficult to interest pupils to study foreign language at school, because they do not imagine where they can use it now and in future. Foreign language study motivation at school can be the choice of future profession, connected with the language knowledge. Thus, intercultural tendencies «grab» young generation on the common level and slightly touch the process of scientific picture world formation. Education must be engaged in it. The specificity of foreign language subject is that it has no base of other sciences, and at lessons at school and at the university it supposes to teach communication on the whole and communication in foreign language. There are more developing fundamentals in such developmental teaching for both teachers and students. The lack of students' resources, the inability to communicate between children and students in native language, the substantial poverty of communication and the absence of the necessary means underlines the special significance of the search of these resources. While teaching communication certain technological schemes, algorithms, given in foreign language textbooks are used. They don't arouse interest among students and remain not more than homeworks.

E. V. Semenova suggests the way, which allows to give intercultural context to educational area of the University [1]. At the same time, it is taken into consideration that the aim of the English language teaching, defined as capability formation and readiness to communicate with the representatives of other culture, for most of pupils and students is not real. In such case the accent must be done not on the communication with the representatives of other culture, but on the «meeting» with other culture in the form with live communication with native speakers, artifacts, culture of other countries, represented in Mass-media. It must be pointed out, that boundless knowledge form the base of any culture and the choice of any information layer for himself as the main and necessary one is very difficult. Besides, it may

seem that understanding of foreign culture by the students contains hidden motivation. But it is not so. At the choice of the communication abroad with people of the same age and compatriots, the students prefer to communicate native language. Language barrier works and the eternal problem «native / foreign» arise. When the talk is about foreign culture, the effect of novelty works. Great attention is paid to the concrete student's qualities: from self-realization to values choice.

Nowadays we can observe the considerable expansion of English-speaking area and the transformation of the English language into *lingua franca* of the world communication.

As a result, the new moments, which demand great attention from the linguist, appear. The language is subjected to constant, sometimes even slight changes. To make the speech communication productive one must obligatory take these changes into consideration.

At first it refers to the phonetics of the language and phonetic transfer of such basic transitive variants as British and American. Not long ago, the speech of British announcers was considered to be the model of pronunciation norm, but it also has phonetic

characteristics, which are typical for American speech. Public speech also changes and admits deviations from the standard. That is why the question arouses *how to use productively English speech material at teaching in connection with changes going on in the language*. It is necessary to be in the mood for changes, going on in pronunciation and to understand their functionally-rhetorical direction.

In order to improve English language teaching it is necessary to widen genuine material, which is used as a sample for imitation, including into it such texts, where the mutual impact of British and American variants is depicted. From the point of view of theory and practice of modern English linguistics BBC programs, in which very burning questions for the present moment are highlighted, achieve great importance. News blocks constitute great interest for the students of the whole world, who study Global English.

Nevertheless, while making phonetic course, one should take into account British pronunciation standard according to the established university tradition. The indivisible part of phonetic education is the clear representation of the basic British voice parameters, syllable, rhythm and intonation.

1. Семенова Е. В. Intercultural context of modern education to foreign language / Е. В. Семенова // Педагогическое образование и наука. – №9. – 2010. – С. 60-64.

2. Тер-Минасова С. Г. Война и мир языков и культур / С. Г. Тер-Минасова. – М. : Слово, 2008. – 344 с.

3. Тер-Минасова С. Г. Война и мир языков и культур / С. Г. Тер-Минасова. – М. : АСТ, Хранитель, 2007. – 276 с.

4. Тер-Минасова С. Г. Язык и межкультурная коммуникация / С. Г. Тер-Минасова. – М. : Слово, 2000. – 264 с.

### **ФОРМИРОВАНИЕ НАВЫКОВ РЕЧЕВОГО ЭТИКЕТА УЧАЩИХСЯ 5 КЛАССА УЧРЕЖДЕНИЙ ОБЩЕГО СРЕДНЕГО ОБРАЗОВАНИЯ**

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В условиях интеграции Украины в европейское образовательное пространство особую значимость приобретает проблема воспитания высокой языковой культуры граждан, уважения к государственному

языку и языкам национальных меньшинств Украины, что нашло отражение в концептуальных положениях Национальной доктрины развития образования Украины в XXI столетии [1, с.