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ENSURING IMPLEMENTATION OF COMMON EUROPEAN FRAMEWORK ON LANGUAGE EDUCATION IN THE PROCESS OF TEACHING FOREIGN LANGUAGES UNDER THE EUROPEAN INTEGRATION CONDITIONS OF UKRAINE

The article covers the implementation of Common European Framework of Reference for Languages: Learning, Teaching, Assessment in the process of teaching foreign languages, examines issues of language education in Ukraine during the course of European integration, analyzes the modern approach and aspects of teaching foreign languages, substantiates the need to use the model of situational communication in the process of teaching foreign languages, situational-game approach to modeling communicative situations is proposed. It is proved that general and special communicative skills develop by producing or receiving texts of different contexts under different conditions and different strains.

Key words: linguistic education, foreign languages, validation of knowledge levels, unification and transparency in the study of foreign languages, communicative situation, situational communication, situational-game approach.

As it is known, in 1991, the Federal Council of Switzerland hosted the Intergovernmental Symposium in Rüşhlikoni on «*Transparency and coherence in language learning in Europe. Objectives, evaluation, certification*». The Symposium found that the recognition of language proficiency requires improvement and assistance in the co-operation of teachers. This in turn will lead to better communication and co-operation between foreign language teachers in Europe. As a result of the symposium, the Swiss National Science Foundation launched a project to develop levels of language proficiency, which led to the creation of the European Language Portfolio – certification of language abilities that can be used throughout Europe.

The following was «Common European Framework of Reference for Languages: Learning, Teaching, Assessment» [9], hereinafter referred to as the Framework. This is a guideline document used to describe the achievements of those studying foreign languages in Europe and, gradually, in other countries (Colombia and the Philippines). In November 2001 the Council of the European Union, by its resolution, recommended the use of the Framework for the validation of levels of knowledge of a foreign language.

They aim to achieve greater unification and transparency in the study of foreign languages among EU Member States. It contributes to greater mobility among EU member states, facilitating the mutual recognition of language certificates and co-operation between educational institutions in different countries.

Mobilität in den Mitglieds Staaten zu verstärken, the Framework provides a clear definition of language proficiency levels that establish communication skills, active and receptive skills and language competence in specific areas. The Council of Europe Framework provides a common basis for the development of curricula for language training; typical programs, textbooks, etc. in Europe. They determine what learners should learn in language to use it for communication, which knowledge and skills need to be developed to work effectively.

In addition, this includes the cultural context in which the language is spoken. The Framework also outlines the levels of language proficiency that measure the success of learners at every stage of their education or throughout their lives. The document in an accessible form describes what learners of the language learn to use for communication, and what knowledge and skills they need to develop to work effectively.

One of the main principles of «Common European Framework» is that «it is only through better knowledge of modern European languages that it will be possible to facilitate communication and interaction among Europeans of different mother tongues in order to promote European mobility, mutual understanding and co-operation, and Overcome

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prejudice and discrimination» [9].

Recently, Halytska M. [1], Hryshkova R. [2], Liulka L. [4], Piskurska H., Sinitsyna V. [6], Smyrnova K. [8] and others applied to the problem of application of Common European Framework of Reference for Languages, in their research they focused on the basic principles of language education in Ukraine, foreign language education in Ukraine in the context of European integration, some aspects of studying and learning foreign languages in the light of Common European Framework of Reference for Languages, programs and methodical recommendations about studying foreign languages, etc.

At the same time, after the adoption by the Verkhovna Rada of Ukraine of the new Law «On Education» (Article 7) [7], there was an urgent need to work out new approaches to the application of the Framework [9] on the proper study of foreign languages in our country under the conditions of promising European integration.

Therefore, the purpose of our article is to provide a new perspective on the application of Common European Framework of Reference for Languages [9] after the adoption of the new Law «On Education» in Ukraine [7].

In the context of Ukraine's integration into the world community a special role is given to improving the education process. Ukraine, which has clearly opted for European integration, is carrying out the modernization of educational activities in the context of European requirements; it is increasingly working on practical adherence to the Bologna process. In connection with the entry of Ukraine into the European educational and scientific space, it is increasingly emphasized on the quality of education and the provision on this basis of the competitiveness of graduates of schools and universities and the prestige of Ukrainian education in the world educational space. In this context, language education is of paramount importance as a pledge of more rapid joining the European space.

«Common European Framework of Reference for Languages: Learning, Teaching, Assessment» approved by the Council of the European Union in November 2001, in particular, stipulates that «The Council is concerned to improve the quality of communication among Europeans of different language and cultural background. This is because better communication leads to freer mobility and more direct contact, which in turn leads to a better understanding and closer co-operation. The Council also supports methods of learning and teaching which help young people indeed older learners to build up the attitudes, knowledge and skills they need to become more independent in thought and action, and also more responsible and co-operative in relation to other people. In this way the work contributes to the promotion of democratic citizenship» [9].

The Framework takes an active approach, which, according to Carlos César Jiménez from the National Autonomous University of Mexico, can be traced back to the theoretical proposals of philosopher Ludwig Wittgenstein in the 1950s and sociolinguist Dell Hymes. This approach considers language as a social agent developing general and special communication skills in achieving daily goals [6].

The Framework shares the general skills of knowledge, skills and existential skills with special language skills, sociolinguistic skills and pragmatic skills. This division does not correspond to the previously known notion of communicative skills, but some relationships can be made between them [9].

General and special communication skills develop through the production or receipt of texts of different contexts under different conditions and with different strains. These contexts correspond to different parts of social life, called domains. There are four main domains: primary, professional, public and personal.

The user can develop different levels of language proficiency in each of these domains and in order to describe them, the Framework provides English Common Reference Levels.

Common European system offers six interconnected levels: basic user (A1, A2), independent user (B1, B2), proficient user (C1, C2).

This system enables teachers and language learners to have a clear idea of the results

achieved, as well as to assess their communicative experience. The cognitive aspect of teaching a foreign language is related to the process of thinking and understanding that is necessary to engage students not only in language but also in the culture of that country. The cognitive aspect involves the important role of cognitive abilities associated with the experience of learning another culture.

The pedagogical aspect defines the so-called extra-linguistic qualities of the individual, helping to use a foreign language as a means of intercultural interaction. In the light of the European integration course of language education, students should develop a sense of tolerance for another thought, empathy (like the ability to sympathize with and empathize), and readiness for dialogue.

This Document [9] provides a common basis for the development of language training curricula, standard curricula, examinations, textbooks, etc. in Europe. In an accessible form they describe what learners of the language learn to use it for communication, and what knowledge and skills they need to develop to work effectively.

As you know, providing education systems in the countries of the European Union with openness to the wider world is one of the three strategic tasks of the existence of the European community. At the same time, it is clear that the improvement of the study of foreign languages is one of the goals to be achieved in order to accomplish this task, since achieving other goals, such as increasing mobility and exchanges, as well as enhancing European cooperation, is impossible without the knowledge of several modern languages.

In this regard, the Framework [9] adopted by the Committee of Ministers of the Council of Europe helps to overcome barriers when speaking in different languages.

The document serves the purpose of the Council of Europe, as defined in Recommendations R (82) 18 and R (98), «to achieve greater unity among its members and to pursue this aim by adoption of common action in the cultural field» [9].

To achieve this goal, the following general steps and principles for learning and teaching modern languages were developed:

1. To conduct such an educational policy, which makes possible:

- For all Europeans to communicate with speakers of other languages, thus developing a broad worldview, facilitating people's free movement and information exchange, improving international cooperation;
- To develop respect of learners to other ways of life and prepare them for the intercultural world;
- To ensure the availability of appropriate resources to improve the teaching of modern languages within the framework of educational program.

2. To promote broad multilingualism:

- encouraging all Europeans to reach the level of communication in several languages;
- encouraging at all curricula levels that use a flexible approach and defining them in the national qualifications system;
- encouraging the use of foreign languages in the teaching of non-language subjects (for example, higher mathematics);
- supporting the development of relationships and exchanges with institutions and workers at all levels of education in other countries;
- promoting language learning throughout life, providing appropriate resources for this [9].

These measures and principles are implemented by a specific speaker in the first place in order to achieve effective communication with a particular interlocutor. For example, interlocutors can switch from one language or dialect to another, developing the ability of everyone to express their thoughts in one language and understand the other. Or, people can turn to the knowledge of several languages to understand the content of the text (written or oral) in an unfamiliar language, recognizing the words from the European vocabulary in a new form. A person who has at least a weak knowledge of one or another language

can be a mediator between people who do not know the common language. In the absence of an intermediary, such people still have the ability to reach a certain degree of understanding, using their entire linguistic stock, experimenting with alternative forms of expression in different languages and dialects, using paralinguistic means (mime, gestures, facial expressions) and radically simplifying the language.

From this perspective, the purpose of language education has changed considerably. At the moment, it is perceived not merely as an achievement of skill in one, two, or even three separate languages, where the model is the ideal bearer of the language. Instead, the goal was to develop a linguistic repertoire, with all its linguistic abilities [6].

It definitely assumes that the languages offered by educational institutions should be diverse, and pupils and students should be given the opportunity to develop their plurilingual competencies. Since the goal of language education has changed, changes in the approach to language learning have taken place.

At the current stage, the adopted approach is activity-oriented one in the sense that users of the language and those who study it are primarily «social agents». They have to perform certain tasks under certain conditions, specific environment and in a separate area of activity. The Framework describe the activity-oriented approach in the following way: «Language use, embracing language learning, comprises the actions performed by persons who as individuals and as social agents develop a range of competences, both general and in particular communicative language competences. They draw on the competences at their disposal in various contexts under various conditions and under various constraints» [9].

In this regard, according to scientists, the achievement of the main goal of European language education defines three main aspects of teaching modern languages: pragmatic, cognitive and pedagogical [6].

The pragmatic aspect is related to the formation of skills and abilities of pupils and students, the possession of which enables to know the ethnolingving cultural values of the country in order to achieve international understanding. The combination of such knowledge, skills and abilities is a communicative competence of students and students, which consists of knowledge of the system of language studied, the ability to understand and produce foreign language statements, possession of socio-cultural specifics. The degree of development of the communicative ability of students and students in terms of intercultural interaction is characterized as a level of language proficiency.

Recently, in educational institutions of Ukraine, progressive lecturers and teachers are increasingly «departing» from the program, selecting original textbooks and focusing on students and students, while state «manuscripts» quietly put in the drawer. It should be noted in passing that these original European textbooks have been compiled in accordance with Common European Framework of Reference for Languages [9]. In other words, a modern Ukrainian teacher or a teacher of a foreign language in high school or school has two options for studying for his or her pupils or students in the Common European [9] or traditionally ministerial recommendations [5]. Ideally, according to methodologists-practitioners, both documents should not deny each other, and vice versa – complement.

Methodical recommendations for the study of foreign languages of the MES [5], as well as the Program [see. their list in [5] seems to take into account the European experience of studying foreign languages, because here we read the following: «The level of foreign language proficiency at the end of the ninth form corresponds to the level of A2 + (in schools where the language is studied in depth – to level B1) according to «Common European Framework of Reference for Languages: Learning, Teaching, Assessment» [3] or «almost all strategic documents for the study of foreign languages, focused on Common European Framework of Reference for Languages» [5]. At the same time, both the Program and the methodological recommendations of the Ministry of Education and Science of Ukraine are highly descriptive, very theoretical, and distant from practice. It seems that somebody was not too keen on deep «reformatting» Ukrainian normative documents on the study of foreign

languages, but merely expanded on certain pages some modern European terms [8].

Very important is the quote from the Ukrainian methodological recommendations on the study of foreign languages: «A comprehensive educational institution ... provides a general foreign language training level (Level B1) and corresponds to the level proposed by the Council of Europe for European schools» [5]. What level should be in 11th Form is understandable to everyone, because external testing is also composed exactly on level B1. One thing remains unclear: how to reach this European level in 11-year Ukrainian school. At what level should a 3, 7 or 10-year pupil know a foreign language. At what level 8-year pupil of a general education school, for example, should know a second foreign language. Why, then, such a wave of indignation shook teachers and parents in Ukraine, when somewhere in the upper echelons the compulsory foreign language external training was discussed. There should not have been any problem - all schools adhere to the Ukrainian Programs [see [5], and pupils should know English or another foreign language at B1 [8].

In view of this, the Program [see [5] and Methodological Recommendations on the teaching of foreign languages [5] should provide answers to the following questions:

1. How many hours is it necessary to learn the language to reach the level A1 or A2, if it is the first foreign language? How much hours should be spent on studying a second foreign language to achieve the same level of A1?
2. How should the dialogue and monologue speech be taught? How should listening of foreign speech be taught? How should reading and writing be taught?
3. How to analyze and evaluate pupils' speech?
4. How to teach students to perceive a foreign language in a holistic way?
5. What is the most important thing to be learnt for a foreign language to sound from people who study it?
6. How is the language learnt at every stage: A1, A2, B1?
7. How to evaluate yourself?
8. How to show students the strategy of learning a foreign language, whatever they can use during independent study of foreign languages?
9. How to distinguish A1 from A2 or B1?
10. And most importantly, how and where in practice it is possible to apply the learnt during a foreign language lesson?
11. What are the features of the teaching methodology of the second foreign language? [8].

In addition, the level of foreign language learning depends to a large extent on the qualities of the learner. A lecturer or a teacher is an intermediary between pupils, students and teaching material in the learning process. He or she selects and implements incentives, directs the reactions of pupils and students on them. In order to effectively perform such a role, he or she should be prepared to perform the functions of a counselor, assistant, consultant, facilitator, communicator, partner in a joint decision of educational problems and tasks. The successful performance of these functions is facilitated by the possession by a lecturer or a teacher of such qualities as a tendency to leadership, a willingness to provide assistance to a pupil or student, friendliness, the ability to understand learners, the ability to intensify their sense of responsibility, create conditions for free academic activity, readiness for changes, dissatisfaction with the results achieved and the constant desire to achieve more [4].

The actions of a teacher in an audience or a teacher in class, the nature of his or her interaction with pupils or students reflect his or her views on learning, the world, on himself or herself, his or her attitude to the subject and pupils and students. In the views and behavior of a lecturer or teacher reflects the essence, the main qualities of his or her personality. The lecturer's or teacher's pedagogical views are more effective than corresponding organizational measures, programs, textbooks. Therefore, it is important for a lecturer or teacher to know the system of their views, beliefs, understand their pedagogical actions, their correspondence to the vital interests of pupils or students, and seek compliance with their beliefs and principles [4].

The lecturer or teacher must be a «practitioner capable of reflection», critically analyze his or her practical activity, and improve his or her views. He should submit his or her views to verification based on an analysis of his or her activities, the experience of other teachers. This is one of the main sources of forward movement, professional improvement.

It is extremely important for a teacher to have clear goals. One of them is to help their pupils or students become effective and independent in learning and life. That is why it is necessary to look for ways of forming in learners the ability to manage their studies, to notice the positive changes that take place with them. Encourage pupils and students to formulate a learning strategy, choice of goals, lifestyle and work; help in the development of self-consciousness, a sense of responsibility for their actions (special significance in this case is the study of the strengths and weaknesses of students or students [4].

In particular, the law «On Education» adopted by the Verkhovna Rada of Ukraine should contribute to the achievement of the goal of European language education [7]. According to Article 7 of the Law, the language of the educational process in the educational institutions is the state language. The state guarantees every citizen of Ukraine the right to receive formal education at all levels (pre-school, general secondary, vocational, professional and advanced) and extracurricular and postgraduate education in the state language in state and municipal educational institutions [7].

Persons belonging to national minorities of Ukraine are guaranteed the right to study in communal educational institutions for obtaining pre-school and primary education, along with the state language, in the language of the respective national minority. This right is exercised through the creation in accordance with the legislation of separate classes (groups) with the language of the respective national minority in addition to the state language and does not apply to classes (groups) with instruction in Ukrainian [7].

Persons belonging to indigenous peoples of Ukraine are guaranteed the right to study in communal educational institutions for obtaining pre-school and general secondary education, along with the state language, the language of the indigenous people concerned. This right is exercised through the creation, in accordance with the law, of certain classes (groups) with the language of the respective indigenous people in Ukraine along with the official language and does not apply to classes (groups) with instruction in Ukrainian [7].

The legislator has provided that persons belonging to indigenous peoples of national minorities of Ukraine are guaranteed the right to study the language of the respective indigenous people or national minorities in communal institutions of general secondary education or through national cultural societies.

As stated in the Law, persons with hearing impairments are guaranteed the right to learn a sign language and to study the Ukrainian sign language.

Educational institutions provide compulsory study of the state language, in particular institutions of professional (vocational) ones, trade pre-higher and higher education – to the extent that allows them to carry out professional activities in the chosen industry using the state language.

Persons belonging to indigenous peoples, national minorities of Ukraine, foreigners and stateless persons are provided with proper conditions for studying the state language.

The state contributes to the study of languages of international communication, primarily English, in state and municipal educational institutions [7].

In educational institutions, one or more disciplines in two or more languages (in the official language, in English, in other official languages of the European Union) can be taught in accordance with the educational program.

At the request of applicants for vocational (vocational and technical), trade pre-higher and higher education educational institutions create opportunities for the study of the languages for the indigenous people, the national minority of Ukraine as a separate discipline.

The state contributes to the creation and functioning of educational institutions abroad, in which study is conducted in Ukrainian or Ukrainian is taught. The peculiarities of the use

of languages in certain types and at separate levels of education are determined by special laws [7].

Thus, at the present stage of Ukraine's entry to the European educational space, language education, which is not only about studying certain aspects of the studied language, but also for involving pupils or students in the world process of cultural interaction, promotes formation in learners a sensitive attitude and interest in phenomena of other mentality, increases motivation, stimulates them to display their own intellectual, speech and creative activity.

Further researches of the problems raised by us in the article are seen in the study of the possession of foreign languages by graduates of schools and higher educational institutions of Ukraine.

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Ковнір О. І.

ЗАБЕЗПЕЧЕННЯ РЕАЛІЗАЦІЇ ЗАГАЛЬНОЄВРОПЕЙСЬКИХ РЕКОМЕНДАЦІЙ З МОВНОЇ ОСВІТИ В ПРОЦЕСІ ВИКЛАДАННЯ ІНОЗЕМНИХ МОВ В УМОВАХ ЄВРОІНТЕГРАЦІЇ УКРАЇНИ

У статті висвітлюються питання реалізації Загальноєвропейських Рекомендацій з мовної освіти в процесі викладання іноземних мов, розглядаються проблеми мовної освіти в Україні в ході євроінтеграції, аналізуються сучасний підхід та аспекти викладання іноземних мов, обґрунтовується потреба застосування в процесі навчання іноземних мов моделі ситуативного спілкування, пропонується ситуативно-ігровий підхід до моделювання комунікативних ситуацій. Доведено, що загальні та особливі комунікативні вміння розвиваються шляхом продукування чи отримання текстів різного контексту за різних умов і різного напруження. Показано, що когнітивний аспект мовної освіти передбачає важливу роль пізнавальних здібностей, пов'язаних з досвідом пізнання іншої культури. Доводиться, що загальні й особливі комунікативні вміння розвиваються шляхом продукування або отримання текстів різного контексту за різних умов і різного напруження. Зроблено висновок, що така система надає можливість викладачам і тим, що вивчають мову, мати чітке уявлення

про досягнуті результати, а також оцінити свій комунікативний досвід. Стверджується, що когнітивний аспект викладання іноземної мови пов'язаний з процесом мислення і розуміння, що є необхідним для залучення студентів не тільки до мови, а й до культури відповідної країни. Показано, що когнітивний аспект мовної освіти передбачає важливу роль пізнавальних здібностей, пов'язаних із досвідом пізнання іншої культури.

Ключові слова: мовна освіта, іноземні мови, валідація рівнів знань, уніфікація та прозорість у вивченні іноземних мов, комунікативна ситуація, ситуативне спілкування, ситуативно-ігровий підхід.

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**ОБЕСПЕЧЕНИЕ РЕАЛИЗАЦИИ ОБЩЕЕВРОПЕЙСКИХ РЕКОМЕНДАЦИЙ
ПО ЯЗЫКОВОМУ ОБРАЗОВАНИЮ В ПРОЦЕССЕ ПРЕПОДАВАНИЯ
ИНОСТРАННЫХ ЯЗЫКОВ В УСЛОВИЯХ ЕВРОИНТЕГРАЦИИ УКРАИНЫ**

В статье освещаются вопросы реализации Общеввропейских Рекомендаций по языковому образованию в процессе преподавания иностранных языков, рассматриваются проблемы языкового образования в Украине в ходе евроинтеграции, анализируются современный подход и аспекты преподавания иностранных языков, обосновывается необходимость применения в процессе преподавания иностранных языков модели ситуативного общения, предлагается ситуативно-игровой подход к моделированию коммуникационных ситуаций. Доказывается, что общие и особенные коммуникативные умения развиваются путем продуцирования или получения текстов разного контекста при разных условиях и разном напряжении.

Ключевые слова: языковое образование, иностранные языки, валідація рівней знаній, унифікація и прозорість в преподавании иностранных языков, коммуникативная ситуация, ситуативное общение, ситуативно-игровой подход.

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**ЛІНГВОСТИЛІСТИЧНИЙ АСПЕКТ У НАВЧАННІ АНГЛІЙСЬКОГО
ДІАЛОГІЧНОГО МОВЛЕННЯ ОБДАРОВАНИХ СТАРШОКЛАСНИКІВ**

У статті розглядається поняття обдарованості; методика навчання обдарованих дітей; реформування системи навчання іноземних мов; зміна форми проведення занять, урахуваючи феномен обдарованості; проблеми в навчанні обдарованих учнів; когнітивний, комунікативно-діяльнісний, функційно-стилістичний і соціокультурний підходи у формуванні в обдарованих учнів умінь і навичок; дидактичні, загальнометодичні й частковометодичні принципи навчання; інтонаційна варіативність діалогічного мовлення; лінгвостилістичний аспект у навчанні англійського діалогічного мовлення; індивідуалізація програм для обдарованих дітей у навчанні англійського діалогічного мовлення.

Ключові слова: обдаровані діти, зміст навчання, типи навчання, диференційне навчання, здібності, лінгвостилістичний аспект.

Проблема змісту освіти перебувають у центрі уваги сучасної педагогічної науки. Численні дослідження стосуються розроблення теорії конструювання та формування змісту освіти, визначення принципів, аналізу компонентів змісту навчання іноземної мови, визначення підходів до конструювання змісту навчальних програм і підручників. Процес модернізації системи освіти зумовлює розширення міжнародних зв'язків України, співпрацю та необхідність спілкування між країнами та народами з різними мовами та культурними традиціями, що підвищує статус іноземної мови як реально необхідного чинника в різних сферах діяльності людини, зокрема й у її майбутній професійній діяльності. Зростає мотивація вивчення іноземної мови. У зв'язку з цим

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