keeping with structures to be taught; 2) to present the word as an element, i.e., in a sentence pattern first and to fix it in the students' memory through different exercises in sentence patterns and phrase patterns; 3) to pronounce it yourself in a context, to ask students to pronounce it both individually and in unison in a context; 4) to establish a memory bond between a new word and those already covered. The teacher's role in the process of teaching vocabulary is: 1) to furnish explanation, i.e., to present the word, to get students to identify concept correctly; 2) to get them to recall or recognize the word by means of different exercises; 3) to stimulate students to use the words in speech.

Key words: minimum vocabulary, process of teaching vocabulary, new words, sentence, phrase.

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G. M. Galushka

WAYS OF EVALUATING SOCIOCULTURAL ABILITIES AT PRIMARY SCHOOL (FOURTH GRADE)

Today the ability to communicate effectively in intercultural situations is important for every person worldwide. When interacting with people from other cultures, an individual may experience certain obstacles that are caused by differences in cultural understanding between people from different cultures. That's why in the process of learning a language one should acquire not only language skills but also try to develop Communicative Competence and Sociocultural Competence (SCC) as a part of it.

Trying to give a definition to SCC one can face some difficulties since the definitions given by different scientists may be confusing and contradictory. At the same time many methodologists agree that SCC is an integrative part of Communicative Competence and can't exist as a set of separate skills and abilities [1; 2; 3].

Many scientists devoted their studies to the problem of adults' and secondary school pupils' SCC developing and evaluation [2, 3] but there is a real lack of studies on primary pupils' SCC evaluation. Though some methodologists worked a lot over the SCC content for young learners but still there aren't many studies on SCC evaluation. We can find some studies on how to evaluate SCC knowledge and some skills at primary school [4; 5], but we can't find any article on how to evaluate primary pupils' sociocultural abilities which makes this article relevant.

When speaking about sociocultural knowledge, skills and abilities evaluation at primary school, children's psychological and pedagogical characteristics as well as their level of Communicative Competence should be taken into consideration. It was proved by many researchers that young learners' need in bright images, games, positive emotions, and non-boring activities during the lesson of English is immense. So, this article is aimed at observation of various criteria and strategies that might be used to evaluate young learners' sociocultural abilities.

In this study by the term SCC we mean the person's ability and readiness to interact successfully with some representative of another culture. As any other competence, SCC includes knowledge, skills and abilities that are used to avoid misunderstanding in a situation of intercultural communication. Among the criteria for SCC evaluation one can find [2, 3, 4, 6]:

1. Sufficient level of knowledge about history, geography, culture of the interlocutor's country; about ethnic and psychological peculiarities of interlocutor's mentality.

2. Sufficient level of knowledge of realia and relevant conventions of oral and written communication.

3. Developed skills of properly using verbal and non-verbal means in a situation of intercultural communication, of altering the communicative strategies if needed.

4. Developed skills of understanding words and phrases sociocultural meaning, of being aware of the native culture realia and comparing them to the interlocutor's ones.

5. Developed ability of being empathic and open-minded to other cultures.

6. Developed ability of showing initiative and readiness for communication.

7. Developed awareness of someone's own identity,

8. Developed ability of being sensitive, flexible and polite concerning other cultures realia and phenomena.

9. Developed ability of experiencing no fear of other cultures.

To effectively evaluate sociocultural knowledge, skills and abilities a teacher can use continuous assessment (implies the assessment of class performances and projects throughout the course) and fixed point assessment (implies an examination or other assessment which takes place on a certain day, usually at the end of the course or before the beginning of a course). Both approaches have advantages and disadvantages.

Continuous assessment allows to evaluate SCC as a complex in various situations, to show children's weaknesses and strengths, but it depends too much on the teacher's capacity to be objective.

Fixed point assessment can provide objective and relevant evaluation, but it may lead to examination traumas and favours certain types of learners.

It should be pointed out that assessment of sociocultural knowledge (1 – 2) and skills (3 – 4) doesn't present a serious problem even with young learners. It is worth mentioning here that, naturally, these skills are to

correspond to the A1.1. Level in Common European Framework of Reference (CEFR) [6].

A teacher can easily use a test and V. Bespalko formula to assess pupils' sociocultural knowledge and skills: $K = P/n$, where "K" is the index of SCC development efficiency, "P" is the number of correct answers and "n" is the whole amount of questions. In Bespalko's opinion, efficiency is recognized when index K is more than 0.7 [7]. To avoid examination traumas the questions should be given in an interesting and motivating way (e.g. The Gingerbread Man has lost his memory and now he isn't able to answer the simple questions about Great Britain. Will you help him?).

When it comes to evaluating sociocultural abilities (5 – 8), it is rather difficult to do this as the general level of primary pupils' communicative skills is not too high (according to the requirements of the A1.1. Level in CEFR). It is clearly understood that SCC skills and abilities can't be distinctly separated from speech and language ones, so this fact presents a problem.

Other problems in evaluating young learners' sociocultural abilities concern children's psychological characteristics. Firstly, it may be difficult for children either to recognize or to demonstrate their progress in a self-assessment grid of skills and abilities in CEFR because of weak logical thinking and self-assessment. Though many European Language Portfolios are designed exactly for younger learners (they focus on A1 to B1 levels), and CEFR grid is transformed in "I can" bubbles in order to correspond to their age demands, only some options are available for primary schoolchildren perception. Sometimes even CEFR gives no description to some sociocultural abilities for A1 level [6].

Secondly, attention of young learners is weak too, which means that a teacher can only use tests or questionnaires with a few items.

Thirdly, children have a need in bright images and positive emotions, that's why the questions should be put in an interesting and motivating manner. It is crucial to realize that the definitions of sociocultural abilities given above should be somewhat adapted to correspond to these young learners' psychological characteristics.

Cultural empathy and open-mindedness are the most frequently mentioned dimensions of SCC. They refer to the ability to empathize with the feelings, thoughts, and behaviors of members of different cultural groups, to show an open and unprejudiced attitude towards out group members and towards different cultural norms and values. Within the A1.1. level by CEFR we can speak about some elementary wish to interact with people from other countries without feeling any prejudice.

Ability to show initiative, flexibility and readiness to communicate in communicative situations may be defined as a tendency to approach social situations in an active way and to take initiatives. To evaluate this ability some situations familiar to schoolchildren may be used.

Awareness of someone's own identity implies that in order to be a competent second language user it is necessary to go beyond the view of his

own culture and to be able to analyze and compare realia and phenomena of two cultures. Within the A1.1. level by CEFR such realia may concern well-known festivals, simple traditions and so on.

The dimension of ability to be sensitive, flexible and polite concerning realia and phenomena of other cultures in communication with a person from another culture refers to a tendency to remain calm and polite even in stressful situations versus a tendency to show strong emotional reactions in some circumstances. The learner has to be able to switch easily from one strategy to another because the familiar ways of handling things will not necessarily work in a new cultural environment. We can use here some situations familiar to schoolchildren too.

The final dimension is absence of fear of another culture. In our study we stress the importance of this dimension, because it is closely connected with the problem of primary schoolchildren general motivation to English as a school subject. In our opinion, it can be evaluated via children's willingness to interact with people from other countries.

We decided to use a questionnaire to evaluate primary school learners' sociocultural abilities and motivation in our study. It was given to 54 pupils. Instead of self-assessment grid of skills and abilities in CEFR and "I can" statements in European Language Portfolio we used a set of direct questions. The questionnaire consisted of the following sections: biographical information – questions 1-2 (the respondents were asked to provide their name, school and form number); scales for motivation to English as a school subject – questions 3-5; scales for showing child's attitude to another culture – questions 4-10.

According to E. Azimov and A. Shchukin [1, p. 17] the questionnaire method is an additional method of scientific research. A questionnaire can be open (with free answers) or close (choosing an option among the answers), all-embracing or selective, individual or designed for a group, have an oral or written form. In our study the questionnaire included open as well as close questions, it was all-embracing, made for a group, and had a written form. Here is the questionnaire used in our research.

Read the questions and put "V" near the appropriate option (or give your own answer).
1. What's your name? _____
2. Which school and form do you study at? _____
3. Do you like English as a school subject? _ Yes _ No _ I don't know
4. Do you like to read stories in English?_   Yes _ No _ I don't know
5. Do you like singing songs in English?_   Yes_ No _ I don't know
6. Would you like to communicate with a boy/girl from another country?
_ Yes _ No   I don't know because_____
Will you be able to communicate successfully with a boy/girl from another country? _ Yes, but I'm not sure if I understand everything in our conversation
_ No, because my English is poor.
7. Would you like to visit a foreign country some day?
_ Yes _ No   I don't know because_____

8.   Will you be able to go shopping successfully in a foreign country?
_ Yes _ No   I don't know because_____
9. Is it polite to say "Hello" to a boy/girl from another country?
_ Yes _ No
10. When you get a letter with holiday greetings from a boy/girl from another country, will you give an immediate answer?
_ Yes _ No
How will you start your letter? _____

In the current study the Questionnaire consisted of 10 items. Let's have a look at what the questions 4-10 implied.

Cultural empathy and open-mindedness are measured by questions 4, 5, 6, 7, 8 and 10. So, the questions "Would you like to communicate with a boy/girl from another country?" and "Would you like to visit a foreign country some day?" mean "I enjoy interacting with people from other countries". Ability to be sensitive to realia and phenomena of other cultures (within the A1.1. level by CEFR) are measured by items 9, 10 and 11. So, the question "Will you be able to go shopping successfully in a foreign country?" means "I am confident that I can get accustomed to the shopping conditions in a different culture". Examples of the flexibility and politeness in communication with a person from another culture (within the A1.1. level by CEFR) are given in questions 9 and 10. So, the question "Is it polite to say "Hello" to a boy/girl from another country?" means "I realize the difference between the registers", and the situation "When you get a letter with holiday greetings from a boy/girl from another country, will you give an immediate answer?" means "I know the rules for expressing verbal behaviors in other cultures and I adjust my cultural knowledge as I interact with people from another culture". Finally, examples of items for displaying absence of fear of another culture are 4, 5, 6, 7 and 8. So, the question "Will you be able to communicate successfully with a boy/girl from another country?" means "I have no fear when interacting with people from other countries".

In our opinion, using a questionnaire to evaluate sociocultural abilities of learners at primary school is acceptable and relevant. In the process of teaching English to young learners considerable attention should be paid to their psychological and pedagogical characteristics. Proper organization and assessment of pupils' SCC will help them to develop sociocultural abilities and communicate successfully with interlocutors from other countries.

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Галушка Г. М. Шляхи оцінювання соціокультурних здатностей у початковій школі (на рівні четвертого класу)

У статті аналізуються дослідження, присвячені питанню формування й оцінювання соціокультурних здатностей на рівні четвертого класу, а також пов'язаним із психолого-педагогічними особливостями учнів цього віку труднощам такого оцінювання. Підтвердженим психологами фактом є неймовірна потреба учнів молодшого шкільного віку в яскравих образах, позитивних емоціях, іграх та цікавих вправах на уроці англійської. З огляду на це у статті надається перелік критеріїв та способів оцінювання соціокультурних знань, умінь і здатностей для початкової школи. Серед цих критеріїв увага акцентується на достатньому рівні сформованості загальних знань про країну співрозмовника, її реалій та відповідних кліше для усного та письмового спілкування; сформованості умінь використання вербальних і невербальних засобів у ситуації міжкультурного спілкування, умінь порівнювати реалії та явища національної культури з іншою культурою; розвитку здатності відчувати емпатію до представників інших культур, виявляти готовність до спілкування; розвитку національної свідомості разом із здатністю бути чутливим до реалій та явищ іншої культури, здатності не відчувати страху перед іншою культурою. Наголошується, що такі знання, уміння і здатності мають відповідати вимогам до рівня А1.1. у Загальноєвропейських рекомендаціях. Значна увага приділяється методу анкетування як способу оцінювання мотивації молодших школярів та їхніх соціокультурних здатностей.

Ключові слова: соціокультурна компетенція, соціокультурні знання, уміння і здатності, психолого-педагогічні особливості молодших школярів, початкова школа.

Галушка Г. М. Способы оценивания социокультурных способностей в начальной школе (на уровне четвертого класса)

В статье анализируются исследования, посвященные вопросу формирования и оценивания социокультурных способностей на уровне четвертого класса, а также связанным с психолого-педагогическими особенностями учащихся данного возраста трудностям такого оценивания. Подтвержденным психологами фактом является потребность учащихся младшего школьного возраста в ярких образах, играх и интересных упражнениях на уроке английского языка. В статье предоставляется перечень критериев и способов оценивания социокультурных знаний, умений и способностей для начальной школы. Среди этих критериев внимание акцентируется на достаточном уровне сформированности общих знаний о стране собеседника, ее реалиях и клише для устного и письменного общения; сформированности умений использования различных средств в ситуации межкультурного общения, умений сравнивать реалии и явления национальной культуры с другой культурой; развития способности ощущать эмпатию к представителям других культур, проявлять готовность к общению; развития национального самосознания вместе со способностью быть восприимчивым к реалиям и явлениям другой культуры, не чувствовать страха перед другой культурой, соответствию таких знаний, умений и способностей уровню А1.1. в Общеевропейских рекомендациях. Значительное внимание уделяется методу анкетирования как способу оценивания мотивации учащихся и их социокультурных способностей.

Ключевые слова: социокультурная компетенция, социокультурные знания, умения и способности, психолого-педагогические особенности младших школьников, начальная школа.

Galushka G. M. Ways of evaluating sociocultural abilities at primary school (fourth grade)

Studies on sociocultural abilities development and evaluation are considered in the article. Some ways of evaluating sociocultural abilities are described related to primary schoolchildren psychological and pedagogical characteristics. It was proved by many researchers that young learners' need in bright images, games, positive emotions, and non-boring activities during the lesson of English is immense. This article focuses on observation of various criteria and strategies that might be used to evaluate young learners' sociocultural abilities. Among the criteria for SCC evaluation such criteria as sufficient level of general knowledge about interlocutor's country, of realia and relevant conventions of oral and written communication; developed skills of properly using verbal and non-verbal means in a situation of intercultural communication, of being aware of the native culture realia and comparing them to the interlocutor's ones; developed ability of being empathic and open-minded to other cultures, of showing initiative and readiness for communication; developed awareness of someone's own identity, ability of

being sensitive to other cultures realia and phenomena; developed ability of experiencing no fear of other cultures should be pointed out. It should be stressed that these skills and abilities are to correspond to the A1.1. Level in Common European Framework of Reference.

Particular attention is paid to questionnaire method which can be a powerful tool of evaluating primary schoolchildren motivation to English and their sociocultural abilities.

Key words: sociocultural competence, sociocultural knowledge, skills and abilities, psychological and pedagogical characteristics of primary schoolchildren, primary school.

УДК (82-93)=111

O. M. Kiselyova, O. V. Kyselyov

ANOTHER VIEW ON ENGLISH CHILDREN'S LITERATURE OF THE 20th CENTURY

Teaching the English language in comprehensive schools may not be quite successful without using the authentic texts excerpted from modern English literature books. The teacher of English can only be the competent guide in it for his pupils. Introducing the best books for class and home reading we make it possible for our schoolchildren (and, probably, their parents) to keep in touch with the most popular texts in the world which may help them not only to improve their English reading habits but also to acquire a good philological taste and understanding of the art of literature.

The objective of our research is to form the general idea of the 20th century British and American children's literature for the students of foreign languages departments and faculties, future school teachers. The Soviet scholars of the previous century did much to acquaint the readers of their country with the most outstanding works (Leonova N. I., Nikitina G. I., Zubanova O. V., Hecker M. Y., and others). Due to ideological limitations certain books have not come to Soviet readers. We will try to touch upon some less known works of British and American authors.

Having analyzed about 25 most popular British and American children's books we may rightfully call the previous century "the golden age of children's literature". Bookshops offer numerous volumes for all ages and tastes, excellent screen versions bring readers closer to the original books.

As it is known from history of education, up to the very end of the 18th century children were considered to be small copies of adults who had to grow