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# GLOBAL CHANGES IN UKRAINE - GLOBAL CHANGES IN *ENGLISH TEACHING* IN UKRAINE

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materials and time restrictions being the greatest ones. Given the concerns, EFL teachers are to focus on the instruction of the major aspect of language training: development of all language areas and skills (listening, reading, writing, speaking, grammar, and vocabulary); raising students' awareness of linguo-social and linguo-cultural aspects of the language; explaining the specifics of a the exam format; shaping appropriate reading comprehension strategies on a regular basis (Nation 2009); incorporating innovative approaches and methods to teach students to understand the gist, main points, details, structure and meaning of reading materials as well as to improve overall use of the language.

To sum up, exam takers must be able to process language pragmatically in order to achieve an outcome that can be evaluated in terms of appropriate content conveyance. In this respect special attention is to be paid to meaning and correct use of their linguistic resources, and choice of particular forms. So, the algorithm of preparing for IELTS requires that several essential objectives, effective reading comprehension strategies, content-based tasks, that teach, training expert language users in particular, are to be addressed carefully in the EFL classroom to assist candidates to reach an appropriate level of language performance.

### References

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## THE MECHANISM OF ANALOGY IN THE PROCESS OF MODERN ENGLISH WORD-FORMATION

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The role of analogy in the process of Modern English development cannot be denied. In modern linguistics the mechanism of analogy is based on the cognitive principles on the one hand and on the linguistic expressions on the other hand. This cognitive-lingual mechanism focuses on the results of analogical thinking. The linguists point out that language innovations appear in the process of word-building when a certain model appears in the mind of a human-being thanks to some "concepts of association", analogy, "as the model that is renewed" [1] by the constituent of the same morphological structure but with the specific meaning.

Analogy in the process of word-building acts not only as a type of word-formation, that is to say, when new words are made on the basis of a certain model, but also as a language innovation (word-model) or as a model with a constant constituent (constituent word-model), and also as a new type of creating the units of communication [2]. In other words analogy is a human-being capacity to create language units of retrospective character.

The dual feature of analogy gives the possibility to consider this mechanism as a source of new words that are coined upon the productive word-formation patterns (that demonstrates the language tendency of frequency and regularity) and, at the same time, analogy is a source of new words that are coined notwithstanding any models of word-building (and demonstrates the language tendency of expressiveness). Thanks to analogy an individual can create rather easily new forms (structures) of knowledge representations, combining them under certain patterns, models.

The use of some methods, models, different schematic patterns, constructional schemas for word-formation patterns imply a symbolic approach that gives a chance to come to a decision of any complexity. A peculiar quality of a man's mind to associate the language elements with the surrounding world can be explained from the point of view of cognitive mechanisms.

Treating analogy in Modern-English word-formation both as structure and as process, that include abstraction, idealization and generalization, shows that this cognitive-lingual mechanism is taken as a significant motive of language change and language evolution.

#### References

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## PLAY-BASED METHODS IN TEACHING ENGLISH GRAMMAR

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Mastering English grammar has always been problematical for ESL students of any level. Having learned a lot of rules and done plenty of written exercises the students are not often able to apply them when speaking and don't identify them when listening. Furthermore, the grammar learning is perceived as effortful and boring work. Taking this problem into account a teacher should realize the barest necessity of rationalization of this kind of learning activity and the necessity of searching and practicing more efficient tools in teaching.

Among the efficient and interesting methods of teaching and learning English grammar is the grammar games use. The games help teacher to create the context where the language and its grammar phenomena acquire real, living meanings and become useful. "Games motivate, give reasons for realization of grammar phenomena, as those who take part in the games are anxious to understand the real meaning of what they and their partners say. They strive for correct reporting the information and for being understood right by others."