

So, the learning of the English language contributes to the formation of children's personal culture and development during the preschool age through their acquaintance with a language and culture of other people. Therefore, forming a lexical competence of the preschool children in the context of sociocultural approach is an extremely essential problem in the foreign language methodology.

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#### CONFLICTS IN A FEMALE TEAM

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It's not a secret that many important aspects of our life depend on what team we work with. Any work turns out better, and problems are solved easier if relations with colleagues are equal and friendly. However, such pleasant things do not always happen. Quarrels and squabbles in teams with the overwhelming majority of same-gender employees are especially frequent. There are a lot of reasons for that. We will talk about the features of a female team and the ways to survive in it.

Why does this theme seem topical to me?

Firstly, many managers, dealing with personnel selection, pay attention to the fact that the number of women - productive workers, becomes higher and higher, and according to professional qualities they all don't concede to men.

Secondly, the Ukrainian service sector which is now developing quickly enough is basically presented by women. It can be a feature of the Soviet education when it was a shame for men to "serve and submit", or women are just more active. Anyway, in the training companies and the training centres there are much more women, than men. The similar situation is observed in advertising, selection of staff, the employment centres.

And, eventually, female team is a flashpoint number one when talking about labour or interpersonal or even group conflicts. For this reason we will consider the reason of conflicts in female teams, ways of their solving and how to avoid constant conflicts.

The analytical department of personnel agency "Elysey" has carried out the global research devoted to female teams. 480 women between 18 and 60 years of age have taken part in the survey. 340 respondents have higher education, 140 - only the secondary education.

The choice of respondents was casual and united them only on the basis of their sex. Respondents filled in short anonymous questionnaires. The core motivators in work and principal causes of conflicts in female teams have been revealed. Here are the answers to a question about the reasons of conflicts which have been received as a result of the research: envy, a lot of gossips owing to female character, rivalry, inability to keep the mouth shut, appearance, language, low workload, controversy about who works better, rivalry about men, rivalry about themselves, salary, ambitions, boredom, the fact that nobody wants to work for anybody else, different characters, incompetence, ignorance, misunderstanding, a conflict of opinions, just the fact that they are women.

Let's consider some of them.

#### 1. Competition

The first thing that is evident in a female team is a competition of colleagues for a place under the sun. It is expressed not as brightly as it could be if the majority of employees would be men, but it does not mean at all that the competition does not exist. Women aspire to look better, to succeed more. It seems like there are no minuses. But the feature of a female competition is that they pay attention not to their personal achievements, but to their competitors' doing badly. Therefore it has a negative effect on productivity.

#### 2. Gossips

It is impossible to imagine a female team without heart-to-heart talks. Conversations take away a lot of women's time; generally, they discuss each other, relatives, series, managers and all things around. Gossips in such team spread very quickly - it is enough just to hint about something, and assumptions and conjectures reach all conceivable and inconceivable limits. Often gossips become the reason of conflicts not only between colleagues, but also between employees and managers. Therefore, it is necessary to be able to keep the mouth shut, not to speak superfluous and not to retell casually heard conversations to survive in a female team.

#### 3. Intrigues

To achieve their goals the women are often ready for many things. But they operate rather ambiguously. Straightforwardness is uncommon for women to the same extent as for men; therefore the female team is a place where intrigues prosper. Outwardly everything can seem almost ideal - all smile to each other, all aspire to help, all are friendly. But if someone stumbles or makes a mistake, she is very quickly put into a position at which she looks most unattractively. The juice is not entering any of conflicting coalitions, and observing neutrality. No matter how hard you are asked to help, refuse. The least skilled person is always a loser, so your business is to stand aside.

#### 4. Envy

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#### FORMATION OF THE LEXICAL COMPETENCE AT THE PRE-SCHOOL LEVEL

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The searches for the most effective way of forming the lexical competence at the preschool age is the burning problem nowadays especially taking into consideration the age peculiarities at this very stage.

In the "Basic syllable of the preschool child development "I am in the World" is mentioned that learning a foreign language at the preschool age doesn't only imply the development of the individual speech capabilities which a child has, but it also creates a speech background for learning a foreign language in the future, makes a child's life easy in the multinational country and in the world, educates a tolerant attitude towards the culture carriers and native-speakers.

Among the tasks for studying a foreign language at the preschool institutions are the development of interest to the culture, traditions, customs of people who speak foreign language, stimulating skills of social communication. The emphasis is put on the imparting elementary skills of the oral speech (understanding, speaking), acquisition of elementary linguistic knowledge, developing linguistic capabilities, forming the valued attitude to the foreign environment, tolerance to different cultures and respect towards the native-speakers.

The formation of the language competence is determined by the list of basic speech functions which should be worked up; the speech patterns (models) are selected in accordance with the requirements of the children during the game. The basis of lexical competence is formed during the work with the speech patterns. The tasks of the sociocultural competence are limited because of the processing the behaviour norms, rules of etiquette, generally accepted in Ukraine and in other countries, studying the games, songs, other forms of child's folklore of the country the language of which is studied.

While solving these tasks it is necessary to take into account the psychophysiological, age-related features of under-fives, selecting the proper forms, methods and modes of organizing the speech activity.

For example, to introduce the vocabulary functioning in the intercourse, it is necessary to form lexical competence of the children at the preschool age. The prolonged and labour-intensive work is the most significant for the purpose of mastering a foreign vocabulary, which foresees both a continuous accumulation and expansion of vocabulary that is used while the speech activity. This work

should not be difficult and boring for children. That is why it is essential to remember the peculiarities of this age period and use the proper methods: socializing with fairy-tale characters and friends from the English-language countries, stage adaptations, role-play games, games-dramatizations, games with the elements of labour and artistic and aesthetic activities, sport, didactic, active, intellectual and other games.

Because a game is a leading activity of this age, it plays a determining role not only in the process of forming the lexical competence but also in the development of a senior preschool child. In a game a random attention, memory, mental activity are developed, imagination is improved, the further social development occurs, sense and volition regulations of behaviour are developing. During a game, a child masters the language in the intercourse; mutual understanding, mutual help, agreement with the actions of partners; learns to communicate, to ground his point of view.

Cognitive processes (perception, memory, thinking, attention, imagination) are developed at preschool age. It also positively influences an educational process and helps a child and a teacher to experiment with the new lexical material.

A child is interested in people's life, culture, geographical attributes, different historical events, state symbolism.

Also, a senior preschool child displays an interest in himself, because the major thing he possesses is himself and the world which surrounds him: family, friends, favourite toys, animals, school, cultural environment (computer games, favourite cartoons, books, films, music etc.). So it is obvious, why children wish to know the same about their peers in England or USA, to compare the way of life with the life of people from other English-speaking countries. Therefore, it is rational for the teacher to start forming linguistic-cultural and sociocultural knowledge beginning with the preschool age.

The features of speech development of a child at senior preschool age are more important that is acquired by the child's intercourse with his peers. Addressing the partner during the intercourse becomes more contextual, a dialogue gains the character of coordinated, substantial speech activities. It is important to teach a child to use an address and an etiquette vocabulary of the country, the language of which is studied, to express a request, apology, gratitude.

The speech becomes an object of the child's attention. He plays actively with words, rhymes, meanings, he experiments, satisfying his cognitive and personal needs, uses situation utterances, nonlanguage ways (gestures, mimicry, motions, pose). Therefore, it is necessary for a teacher to create favourable atmosphere for a preschool child to master the lexical wealth of the English language, to get acquainted with lexical units which have the national and cultural colouring (the children's names, holidays, beverages, foods, monetary units, the names of the famous characters from the fairy-tales, stories for children, cartoons, films, etc.) and which don't exist in the mother tongue (mister, sir, Santa Claus, lunch etc.). The most entertaining for children is that many words that are in their native language are borrowed from English: hot dog, jeans, business, football, tennis etc.