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METHODS AND TECHNIQUES FOR PREVENTING MISTAKES IN WRITING

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As you know, English has a thousand-year history of its development. During this time, it accumulated a large number of expressions, which are distinguished as lucky, accurate and beautiful ones. Perfect possession of any foreign language, in particular English, seems impossible without knowing the methods and techniques having been used to eliminate common mistakes when studying it. Mistakes are a natural element not only for learning, but also for mature speech.

Even in our own language, we often make mistakes, correct ourselves, replace the worst case version with the best one. We believe that the study and prevention of certain aspects of the most used mistakes is a necessary and important condition not only for increasing and diversifying the lexical reserve of students, but also for expanding their mental horizons, developing moral education. For those ones who study English as a foreign language, it is very important to avoid such mistakes, because this extremely diversifies and colors our speech, greatly facilitates the expression of our thoughts. With this in mind, the teacher must always be able to react skillfully and to correct the students' mistakes [3].

All teacher's efforts must, first of all, have the aim at preventing typical mistakes, which are achieved by analyzing and systematizing them, identifying the laws of their occurrence. If students repeat the same mistakes repeatedly, then they grow into a negative skill that is difficult to eliminate them. At the same time, it is necessary to consolidate the positive experience of students. So, to confirm the correctness of the

answer, one can nod with his/her head, praise the student; this reaction helps to secure the correct version of the statement.

The teacher's negative reaction to each mistake, correcting it, and the requirement to repeat the correct option only inhibits the development of speech, since they restrain the desire to speak. It is also wrong to invite students to follow the mistakes of their friend and correct them, since under such conditions they focus on the form rather than on the content of the statement. In addition, they must keep in mind the mistakes of others, which lead to their memorization and the destruction of already formed skills, and the student who answers, while trying to monitor not the content, but the form of utterance. It is possible and the wrong variant, when the teacher himself/herself, correcting the mistakes, repeats it, which leads to memorizing the mistake by the students. So, correction of linguistic mistakes depends on different kinds of speech activity. It is carried out in different ways. Students must be involved into the correction of mistakes while reading aloud. At the same time, mistakes that are repeatedly repeated, need to be corrected immediately. As for mistakes that occur only once, then it is expedient to correct them only after the student has finished reading.

One of the methods of eliminating typical mistakes is providing the additional exercises for reading words and letters. When correcting mistakes in writing, it should be introduced also different ways to fix mistakes, such as:

- proposing self-tests (students themselves check their work using textbooks and other materials, or reconcile their activity with the correct version having been submitted, such as a board or a card);
- a test by the teacher (the teacher checks the classroom activity in the process of their execution, while noting only the sentence where there are mistakes, and the student independently finds the mistakes).

Many years of the experience in taking typical mistakes and targeted systematic activity on their corrections is one of the rational ways for students to prepare for the English exams. The most severe Grammar category for students is the English verbal system, which accounts for 40% of all grammatical mistakes. Further, there are mistakes in writing of articles, violation of the order of words, the use of adverbs, the formation of plural nouns. Grammar phenomena, which allow the greatest number of mistakes, must be submitted into exercises and tests at the English lessons. For example, the verb "to be" is activated in training and situational exercises throughout the first year of studying. A large number of exercises are also given to the activation in verbal speech of such Grammar phenomena as The Present Indefinite Tense, The Past Indefinite Tense, "there is" structure, articles, pronouns, prepositions.

The system of exercises in the textbooks creates the proper conditions for the formation and intensification of grammatical skills in the oral speech of students. The reason for the emergence of typical grammatical errors is the underestimation of the interfering effect of the skills of the native language on the unstable skills of foreign language proficiency. It is the interfacing influence of the Ukrainian language that can explain most of these typical mistakes, such as the omission of the verb "to be", articles, mistakes in the order of words, in the use of times, especially long ones, prepositions, etc. As a rule, pupils use a false analogy with their native language due

to the lack of stable grammatical skills, for example: “In our city lots of parks” – “In our town many parks”.

So, based on the researches of scientists [1; 2], we developed and produced a special handout material, which includes exercises that facilitate the automation of Grammar skills in the context of natural language communication and provides an individual approach to work on typical student mistakes. To teach students, for example, we proposed a correct typing of the phrase this year. There is a series of exercises, which use:

1. Micro-context: “A Happy Year”:

- I have joined the English club this year. This year my father has bought a bicycle for me. I'll go to Kyiv with my Granny this year. This year my brother has entered this university. When will you go to Odessa?

- I'll go to Odessa this year.

2. Cards with the following tasks:

a) Choose the right decision: I'll leave school at this year. I'll leave school this year. I'll leave school this year.

b) Complete the sentence using the model: 1) We'll go to Cherkassy.

2) Last year my sister left school and ... she is going to enter the university. c) Answer the question: What are you going to enter the university (to).

Such exercises the teacher also applies to other typical student mistakes. Based on the analysis of typical students' mistakes, it should be noted that in order to prevent and overcome Grammar mistakes the teacher of a foreign language must:

1. Master the modern method of teaching foreign languages, adhere to the methodological recommendations of training kits when studying the Grammar component of the language as an integral part of speech communication .

2. To know the typical mistakes in order to prevent them in a timely manner, to pay special attention to the formation of foreign language skills in the activity with those Grammar structures in which students most often make mistakes; to teach students to use these Grammar structures in teaching linguistic situations, exercises that are close to the conditions of communication.

3. To take into account the interfering influence of certain Grammar phenomena of the Ukrainian language in the process of studying a foreign language and practice in speech to seek automation of writing of complex Grammar structures.

4. Do not allow the processing of new Grammar phenomena before the strong skills of using the famous Grammar structure will be formed.

5. To direct independent activity of students to prevent typical mistakes, while implementing a differentiated approach to students, optimal dosage of homework, combining oral forms of independent homework with writing.

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IMPLEMENTATION OF THE CROSS-CULTURAL APPROACH IN THE MODERN SCHOOL

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High-quality interaction on a personal or educational, professional level is possible in today's world only through enhanced cultural exchange. It is based on the principles of intercultural tolerance and mutual enrichment. The cross-cultural identity of a student's personality provides for psychological openness to interact with other cultures without losing one's own national or ethnic identity. Evidence of the effective application of the cross-cultural approach in the education of schoolchildren is the high-level cross-cultural competence (CCC).

The aim of the study is a comprehensive analysis of the implementation of a cross-cultural approach to the organization of the educational process in senior school. Methods: general scientific method, molding experiment, qualitative and quantitative analysis of the data obtained through diagnostic methodic of the experiment, statistical and mathematical interpretation of empirical data and their representation in the visual (table, diagrams) form, functional analysis of the data (while generalizing empirical data and making conclusions). Results. Effective, complex (multicomponent) models of primary (input) and secondary (output) diagnostics of CCC were developed. A model of an integrated school environment aimed at intensifying the CCC was also defined. Secondary diagnostics revealed a tendency to improve CCC in both groups. However, the percentage increase in the level of CCC was 4 times greater in the experimental group, than the level of the control group (+ 4.3% vs. + 17.8%, respectively). The mean