- the ability to use different communication roles strategies in the social interaction with people and the world around them;

- the ability to perform different types of speech and mental activity and choose linguistic means in accordance with the place, time, communication aim and social status of a partner [2].

Thus, this method aims to develop students' ability to choose the correct linguistic form, mode of expression, depending on the cultural norms and conditions of the communicative act: the situation, the communicative goals and intentions of the speaker. Nowadays LSCM of teaching foreign languages requires theoretical knowledge of intercultural communication and formation of students' social competence necessary to overcome language and cultural barriers and important to ensure effective communication between different cultures.

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PORTFOLIO AS A MEANS OF MOTIVATION IN FOREIGN LANGUAGE LEARNING
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Language learning is a very complicated process that is influenced by many factors. Besides the intelligent factor, the non-intelligent factors motivation, attitude, interests, age, methods, will and character are the direct and the most important factors to English learning. Because the behaviour of English learners is dominated by cognition, in other words, the learners have a desire in which is a drive to persist in English learning.

Professionally oriented foreign language education is well known to enhance student's professional competence and be a factor of successful development in professional sphere if there is a system of foreign language education taking into account certain society's social and economic needs for a specialist using a foreign language successfully in his/her professional activities [1].

According to O.H. Miroshnikova, «there is a need to search such universal technique of foreign language education, which will fit Bolonskyi context greatly and guarantee language and universal professional education integration, encouragement of student's activities on this basis, and the development of their professional-languages and personal-professional competencies» [2]. To have better results we must motivate students in foreign language learning.

There is a new technological technique, which used with other technologies, helps us to fulfil this task: a foreign language portfolio. The word «portfolio» is derived from French «porter» – carry and «feuille» – sheet. A portfolio is a compilation of works and revisions collected by a foreign language learner over a given period of time. It is a document in which those who are learning or have learned a language can record and reflect on their language learning and cultural experiences. A portfolio enhances development of learner's productive activities as well as his/her personal development as a participant of an educational process. The main interest is focused on reliability, validity, process, evaluation and time. The concern applies equally to other assessment instruments. Portfolio is an assessment instrument that conforms every teacher's purpose perfectly, is entirely valid and reliable, takes little time to prepare, administer, or grade, and meets each student's learning abilities. There are some benefits of portfolio assessment seen in contrast to traditional forms of assessment. Portfolio measures student's ability over time, involves student in self-assessment, covers many facets of language learning process, assessment is carried out by teacher and student, put in instruction; student learns how to take responsibility. The language portfolio technique helps students to maintain optimum level of motivation in mastering foreign language. All the authors working with language portfolio emphasize the advancement of motivation level and success in foreign language education as a result of its implementation [5].

We clearly recognize that the portfolio is a useful teaching, learning and motivating technological technique in the foreign language classroom and it can give students the opportunity to demonstrate their knowledge in a supportive way that takes into account their individual needs and empowers future specialists to live in the 21st century.

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PROJECT WORK IN ENGLISH LANGUAGE TEACHING
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Project work is nowadays considered to be a really effective way of teaching English that connects learning and using the language. The most important thing, however, is the fact that it does not improve only language skills, but also common knowledge and physical and social skills. A project is an extended piece of work on a particular topic where the content and the presentation are determined principally by the learners. The teacher or the textbook provides the topic, but the project writers themselves decide what they write and how they present it.

Some advantages of project work are: increased motivation; integration of all four communicative skills; autonomous learning for students; learning outcomes (an end product); authentic input; interpersonal relations in groups; involving the parents' help in learning; the chance to do something different; the need for fluency and accuracy [3, 40].

There are two main streams of project work:
• motivating activities are a form of easier work and more suitable for younger learners. They take place in the classroom and the task is usually to evolve some given topic (e.g. making a poster);
• full-scale projects are almost always extended out of the classroom and more suitable for learners on at least intermediate language level [1, 6].

Besides, projects can be divided into four main categories: information and research projects, survey projects, production projects and performance or organizational projects [1, 1]. Students can produce short films, web sites, blogs, tours, quiz shows, plays, posters, brochures, newspapers or magazines.

Project work is composed of several parts. It is necessary to follow some rules of the work; otherwise it could be turned into chaos. At the beginning of the project it is really very important to motivate students for the work. It should flow from the previous activity and its subject matter. Students should be looking forward to the work and want to create it. After preparation there are six stages of project work: opening, topic orientation, research and data collection, preparing data presentation, presentation and evaluation [4, 169].

It would be wrong to pretend that project work does not have its problems. Some possible drawbacks to project work are: learners in monolingual classes use their own language; some learners do nothing (if the project is planned carefully and roles decided at the proposal stage this is less likely to happen); groups work at different speeds (one group may have 'finished' the project after a couple of hours, so the teacher should remind them it is their responsibility to fill the time allocated to project work and discuss ways they could extend the work they have already completed) [2].

A teacher has a lot of very important roles in project work: s/he has function of „a participant, a coordinator when necessary and a figure in the background evaluating and monitoring the language being used" [1, 38].

We would like to outline the main features and stages of making a short film project. Teams of students can produce a 5-10 minute short film about their school, college or university, their life or any other topic depending on the scope set by the teacher.

Stages of a short film making:

1) *Start Up a Project.* Teacher introduces a project, distributes syllabus. Students select their teams and sit down together. The teams brainstorm and select their team name and short film topic. They have 2 lessons to make their decision. Teacher instructs the students on when and how to fill in the progress report (PR). Once they have decided on their topic, teams write down the main idea of their short film on the back of the PR.

2) *Write an Outline.* Teams make a final decision on their team name and write down the main idea of their short film on the back of the PR. Teams plan their work, fill in the PR and discuss the report with their teacher in English. Teacher instructs the students on how to write the short film outline.

3) *Rewrite an Outline.* Class discussion and exercises on how to write references and how to use quotations, paraphrase, summary, copyright. Teams finish writing the outline of their short film. Teams select 2 members to present the outline in the next lesson. There is no score for this presentation. The other 2 members present the project progress presentation later. Teams plan their work, fill in the PR and discuss the report with their teacher in English. Teacher approves the outline.

4) *Present an Outline.* 2 members of each team present their short film outline. The presentations are recorded on video for later viewing. Presenters receive brief feedback on their personal skills from their peers and teacher.