

a tolerant and sympathetic world-view of the language learners. If English is treated as a language of cross-cultural communication and not as a tool of oppression, it becomes evident that nowadays it is no longer enough to teach what a rose or a poppy means in the British and American cultures, it is necessary to reach into other cultures with the help of English.

The methodological foundation being outlined, one can proceed to *the third step* that is choosing the appropriate methods. While the exact way of teaching the symbolic meanings of phytonyms is a matter of a particular teacher's choice, the educators who treat the development of cultural competence as a means of encouraging tolerance and contributing to preserving cultural diversity will find useful to remember these tips:

- a phytonym should be presented in the context (preferably contexts);
- students should have a possibility to look at the picture of the flower the name of which is studied; they also should be invited to describe the flower itself and learn about its ecology;
- students should be asked for their personal associations and called to bring up examples from mass-culture as well as from high quality literature and movies;
- students should be encouraged to learn about symbolic associations attached to a particular flower in different cultures; they should be taught to describe adequately culturally specific meanings (including those found in their native cultures) using English.

So when a rose becomes an element of a culture, it grows to be much more than just a rose; it becomes love and beauty and other meaningful things. Thus the name of a rose should be taught to be used with respect towards the flower itself as well as with the understanding of different symbolic associations it has in English speaking and non-English speaking cultures.

References

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FORM OF NEWSPAPER ANALYSIS AT THE ENGLISH LESSONS FOR LAW STUDENTS

Elena Lysytskaia (Kharkov, Ukraine)

Communicative competence and experience of students of law specialty is rather limited and insufficient for research work on particular subject due to the lack of hours and level of knowledge. On the initial stage of work with newspaper it is recommended to focus on the analysis of the contents and topical vocabulary. On the advanced stage the emphasis could be made on developing communicative competences. One of the variants of work is making a report (the most topical issues are: Human Rights in Ukraine, Controversial Language Law, Ukraine to Continue its Course for European Integration?, Is Ukraine Becoming a Dictatorship or Democracy? etc.), or holding a seminar or conference. Such meetings put students in the terms of the real intercourse. Preparation of presentations stimulates students to reading and analysis of series of articles and other sources, such type of work forms practical abilities of all types of language activity.

During the work with a newspaper on the advanced stage such type of group activity as preparation of «News Program» is possible, which can be effective for both reading and speaking practice. Such type of activity stimulates students to study a big volume of materials on the topic, and also presupposes self-study of vocabulary and also developing presentation and communicative skills.

For law students it is necessary to form skills of foreign business intercourse for work with foreign partners, while searching work for foreign companies, and in foreign business trips. In this connection, in our opinion during work with a newspaper it is important to analyse career section of a newspaper. Ask students to choose a job that they would like to apply for. Get them to write or discuss what skills and abilities they would need for this job. They can discuss this in pairs. It is possible to expand the lesson with CV writing and role play interviewing each other for a job.

There are a lot of sites which contain online resources (free handouts, listening & Quizzes, printable lesson worksheets) and also recommendations of work with a newspaper such as

1. <http://www.onestopenenglish.com/skills/news-lessons/monthly-topical-news-lessons/>
2. <http://www.breakingnewsenglish.com/>
3. <http://www.newsenglishlessons.com/>
4. <http://www.headsupenglish.com/articles/eslactivities/newslessons/vocabulary/upperintermediate.pdf>
5. www.headsupenglish.com
6. http://busyteacher.org/classroom_activities-vocabulary/newspaper_english-worksheets/
7. <http://englishnewslessons.com/>
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9. http://www.educationworld.com/a_lesson/lesson/lesson139.shtml