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requires understanding of the partners' perceptions of self and others. These perceptions may demonstrate misalignment which is to be considered in diplomatic relations and, if necessary, removed through particular steps (reported in the media that may amend the image).

¹ Crisis, Conflict and Critical Diplomacy: EU Perceptions in Ukraine, Israel and Palestine, 2015-2017 (C3EU). URL: <https://www.canterbury.ac.nz/ncre/research/euperceptions/c3eu-eu-perceptions-in-ukraine--and-israel-palestine-2015-18/>

***MODELING THE PROCESS OF FOREIGN LANGUAGE
ACQUISITION: A COMMUNICATIVE AND COGNITIVE DIMENSION***

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Present-day bilingual pedagogy is determined by communicative and cognitive paradigms, each directed at solving its specific problems. Their integration has induced the nascence of the title approach to teaching a foreign language targeted at fostering students' communicative and cognitive competence. The approach offers a relevant model that promotes a spiral way of cognition. It signifies that in the course of learning students progress from perception of the subject matter to speech production through such stages as reproduction, apperception, knowledge incubation, and creative reproduction. At stage one (perception of new information) subjects are introduced into the overall context of communication, created by a basic text, which they perceive simultaneously through visual and auditory sensory channels. Hence, multisensory perception is conducive to creating holistic mental images, or percepts

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of the new subject matter. At stage two (initial reproduction of new information) students reproduce segmental speech patterns from the subject matter on the superficial level in single-type invariant situations. At stage three (apperception of new information) learners conduct a many-faceted analysis of the perceived material, construct on its basis conceptual models, thus actualizing the schemata of their mental spaces and eliciting new knowledge. Stage four (incubation) is transitional; it implies converting external knowledge units into internal images or turning explicit information into implicit. At stage five (creative speech reproduction) subjects reproduce the new material on a creative level in variant situational settings. This stage is instrumental to stage five (independent speech production) at which students utilize the imbibed material in individual meaningful speech output. It is obvious that this stage is similarly creative and is characterized by diversified communicative settings.

***IS EU NEW REGIME MAKER OF INTERNATIONAL MIGRATION IN
EASTERN EUROPEAN NEIGHBORHOOD COUNTRIES? GAME THEORY
ANALYSIS OF EU-UKRAINE PASSENGER NAME RECORDS AGREEMENT***

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The ultimate ambition of the paper is to explore whether EU can be the new international migration regime maker by initiating the multilateralism through its effort to push EU Passenger Name Records as the global standard to govern the international migration. EU-Ukraine case will be analyzed to see whether the EU's