

*EU Cross-Border Cooperation Activities and Governance of its Eastern Neighbourhood*

and teachers with proper virtual platform (using for example G Suite for education by Google). Cherkasy Bohdan Khmelnytsky National University has started using such platform and creating electronic educational programs, thus we hope that in the long run the university will create the system of teaching / learning by distance (languages including).

***METHODS OF ACQUIRING GRAMMAR KNOWLEDGE***

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Knowledge is viewed as structured accumulating of information which forms individual data base of a person. Within this knowledge we can single out background, lingual and extra-lingual aspects. When teaching English grammar we should consider the interaction of all the three aspects, thus creating the educational setting contributing to activation of such knowledge.

The methodology offers different orders of language operations, speech operations and language rules. If the language rule comes first, and then we proceed to language operations, it is likely to be time-consuming and to result in lack of preparation for speech activities.

The most efficient approach is to employ the following sequence: 1) speech actions-1 (imitation of the learnt grammar structure (GS)) > 2) language rules (formulating the knowledge) > 3) language operations (using grammar structures in exercises) > 4) speech actions-2 (conscious use of the learnt structure in reproductive and productive speech). Such order is optimal for communicative-cognitive learning for a number of reasons: firstly, with the teacher's guidance, the students analyze GS and formulate the rule on their own; secondly, they perform a set of language

operations which enables them to avoid possible mistakes and shapes dynamic stereotype; thirdly, the students enter the communication process with a higher level of awareness and insight.

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***BUILDING CULTURAL COMPETENCE OF STUDENTS  
IN ESL TEACHING CONTEXT***

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In the context of cross-border relations between the EU and Ukraine the key objective in teaching English as a foreign language (being at the same time the universal language due to globalization) is the necessity of incorporating cultural knowledge of students and bringing cultural elements into both teaching and learning environment most effectively (Jerrold Frank, 2013).

One of the challenges for ESL teachers and teacher trainers in their field of professional development is the question of determining the right set of approaches and teaching tools (these include strategic steps of effective lesson planning built on