

keep to the norms of certain models, there appears misunderstanding. We distinguish the following types of misunderstanding:

- business quarrels;
- formalization of relations;
- psychological antagonism.

People tend to try to overcome conflict situations and find the right ways out.

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Teaching English Grammar in the Context of Intercultural Communication

The formation and development of ELT trainees' grammatical competence wouldn't be complete without inclusion of socio-cultural component into it. The importance of socio-cultural component is closely connected with culturally different patterns of communication, which are a common cause of misunderstanding and can lead to a discomfort and sometimes conflicts between people. The necessity of including socio-cultural component into the content of English Grammar classes for ELT trainees deals with the fact that to know words and grammar rules isn't enough to use language for different communicative purposes. And it's quite clear because language and culture are inextricably linked, in other words language reflects culture while culture permeates language through references to people, customs and traditions.

With regard to the problem mentioned above ELT trainees are expected to acquire during their classes of Practical Grammar not only grammar but also socio-cultural knowledge. The acquisition of both grammar and socio-cultural knowledge gives the opportunity to form grammar and socio-cultural skills, which are urgent for different communicative purposes.

So, classes of Practical Grammar require certain exercises, which would

- include socio-cultural information;
- inspire students to use grammar and socio-cultural knowledge for different communicative purposes;
- help students to understand differences between their own culture and that of others;

- inspire students to compare people, customs and traditions of English speaking countries and Ukraine;
- inspire students to appreciate different socio-cultural occurrences.

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Cross-Cultural Awareness in ELT

Although cross-cultural interaction is one of the fastest-growing areas in language study, its systematic study may be new for many teachers. It may remain doubtful whether culture can really be taught, though generations of learners have been taught about culture.

We attempt to show that what we can do is to raise awareness of cultural factors. In doing so, we'll aim to sharpen observation, encourage critical thinking about cultural stereotypes and develop tolerance. These are educational issues which reach out beyond language teaching. Raising of cultural awareness is an aspect of values education. As much it offers a welcome opportunity for transcending the limits of mere language teaching.