

дух. An apple a day keeps the doctor away. — Хто яблуко в день з'їдає, у того лікар не буває. At home even the walls help.— Вдома і стіни допомагають. Cleanliness is next to godliness. Чистота – запорука здоров'я. Curiosity killed the cat.- Багато будеш знати – швидко зістарієшся. Early to bed and early to rise, makes a man healthy, wealthy, and wise. — Хто рано лягає і рано встає, той здоров'я, багатство і розум наживе. (Хто рано встає, тому Бог дає.). Good health is above wealth.— Здоров'я важливіше від грошей. Live not to eat but eat to live. — Живи не для того, щоб їсти, а їж для того, щоб жити. Time flies. — Час лікує. Час – найкращий лікар. Health is above all. — Здоров'я понад усе. Time cures all things. — Час — найкращий лікар. Wealth is nothing health. — Здоров'я — дорожче грошей.

Дослідження показало, що медична сфера слугує вже протягом довгого часу одним із джерел поповнення фразеологічного складу англійської мови.

Перспективами подальших пошуків можуть також стати дослідження специфіки перекладу фразеології в галузі охорони здоров'я. Результати дослідження, подані у статті, не є вичерпними і надають широкий спектр перспектив для подальшої роботи у цьому напрямку.

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THE CEFR AS A TOOL FOR CERTIFICATION

У статті описано основні характеристики Загальноєвропейської системи мов (CEFR) як інструменту організації вивчення / викладання мов. Основна увага зосереджена на CEFR як на технічному інструменті, функція якого полягає у структурованому аналітичному переліку найважливіших параметрів, що стосуються вивчення / викладання мови. CEFR розглядається як інструмент політики, що обслуговує багатомовність та культурне різноманіття, і він є довідковою базою, а не інструментом встановлення стандартів. Було підкреслено,

що CEFR забезпечує прозору, послідовну та всебічну основу для розробки мовних програм та керівних принципів навчальної програми, оформлення навчальних матеріалів та оцінки володіння іноземною мовою.

Ключові слова: вивчення мови, рівень мови, рамки, мовна компетентність, мобільність, інструмент

The paper describes the main characteristics of Common European Framework of Reference for Languages (CEFR) as an instrument for the organisation of language learning/teaching. The focus has been made on CEFR as a technical instrument whose function is to list in a structured, analytical way the most important parameters involved in language learning/teaching. The CEFR is regarded as a policy instrument serving plurilingualism and cultural diversity and it constitutes a reference framework, not a standard-setting instrument. It has been emphasized that CEFR provides a transparent, coherent and comprehensive basis for the development of language syllabuses and curriculum guidelines, the design of teaching and learning materials, and the assessment of foreign language proficiency.

Key words: language learning, language level, framework, language competence, mobility, instrument

Introduction. Implementation of the principles of the Bologna Process, aimed at creating of all-European educational and scientific space has set new tasks to the Ukrainian universities aimed at ensuring the quality of education, reforming the curriculum, the recognition of educational documents, etc. One of the key conditions for the implementation of the Bologna Agreement is to ensure access, flexibility, mobility, cooperation, transparency, interaction and integration between the educational systems of European countries. All these principles cannot be implemented without a good command of foreign languages mainly the English language by Ukrainian teachers and students.

Today English has changed its status as a foreign language not only in Western Europe, but also in countries that have chosen European educational standards and acceded to the Bologna Agreement. These new standards of education enable students to take part in the programs of students' mobility, that greatly contributes to increasing the competitiveness of Ukrainian graduates on the European labor market. Alongside with the autonomy of higher education institutions, students' mobility is a cornerstone of European education. Today, all European universities offer courses in both national and English languages.

In order to enter the European educational space, it is necessary on the basis of further development of knowledge acquired at school to radically update the content of teaching the English language for professional purposes in higher educational institutions of Ukraine. This requires a new orientation of goals, principles, content, methods of language teaching, assessment of acquired knowledge.

This new and at the same time old instrument has been developed and disseminated widely throughout Europe 20 years ago. It is called The Common European Framework of Reference for Languages: learning, teaching, assessment (hereafter abbreviated as CEFR). The methodology has been given much attention in the publications of Fred Davidson (2007). His interests are in the areas of language testing, research design and statistical data management for applied linguistics, and the history and philosophy of educational and psychological measurement. Glenn Fulcher's main interests lie in the field of language testing and the philosophy of educational assessment,

including validity theory, construct operationalization, and task design. He also holds interest in research methodology and statistics in testing and applied linguistics research, and has worked in the fields of second language acquisition, discourse analysis, lexis, CALL, teaching and methodology. Joann Hammadou explores the impact of analogies and prior content knowledge on reading comprehension. Level of proficiency and prior content knowledge were significantly related to reading comprehension.

Materials. The CEFR describes foreign language proficiency at six levels: A1 and A2, B1 and B2, C1 and C2. It sets out in detail what a competent user of a language must be able to do in order to communicate effectively with other users of the language. It offers illustrative descriptors for language activities and competences at six levels of proficiency, from the most basic (A1) to the highest (C2). The six ascending levels of proficiency describe in positive terms what learners can do and enable them to assess the extent to which they can fulfil reference tasks. Based on empirical research and widespread consultation, this scheme makes it possible to compare tests and examinations in different languages. The CEFR descriptors offer a reliable and shared basis for defining language competences (their nature and the different degrees of proficiency in them). Because these descriptors are nonlanguage-specific, they allow comparison and mutual recognition of qualifications across languages, thus fostering educational and professional mobility.

The CEFR is a policy instrument serving plurilingualism and cultural diversity. As its title clearly indicates, it constitutes a reference framework, not a standard-setting instrument. It has been designed to provide a transparent, coherent and comprehensive basis for the development of language syllabuses and curriculum guidelines, the design of teaching and learning materials, and the assessment of foreign language proficiency. What is of fundamental importance is not so much the language learnt as the people who speak it, the variety of languages which they speak and which they can share in interpersonal dialogue and as democratic citizens. The policy of CEFR is learner-centred. Its functions are : to provide coherence and transparency in language teaching by offering a set of □ common criteria for the development of curricula, syllabuses and teaching materials and the assessment of knowledge; to offer language professionals a common basis and language for reflection in order □ to facilitate communication between operators and policy-makers, education sectors and national educational cultures; to provide common reference points to facilitate national and international coordination in planning language teaching and in relating examinations to shared □ standards defining, for example, the kinds of knowledge and competences to be acquired and proficiency levels. The CEFR departs from the perspective that “native-speaker” competence is the goal for everyone and the only real language competence and suggests that bilingualism should be regarded as a particular case of individual language competence organisation. There had been a shift from concerns relating to ways of teaching to activities focusing more on the structural organisation of language teaching (in other words, the design of language education).

Conclusions. Many recent political events have shown how crucial language issues are to the social cohesion of states and co-existence between them. Many international surveys have also highlighted the importance of a command of languages (languages of schooling and foreign languages) for educational success. The development of the information society depends on everyone having access to knowledge (which is also a linguistic competence). And the successful integration of migrants in the processes of democratic life also depends partly on their language skills. Language questions are

not the preserve of teachers and educational theorists. They are a policy area in their own right, for which co-operation and consultation between member states are essential. For 60 years – since the Council of Europe began work on language-related projects – they have evolved as European societies have evolved. And they call continually for new responses in line with the common *acquis* developed within the Council of Europe.

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AUTISM SPECTRUM DISORDER (ASD) AND ASPERGER'S SYNDROME (AS) – STUDENTS WITH SPECIAL EDUCATIONAL NEEDS DURING ENGLISH LESSONS IN POLISH MAINSTREAM SCHOOLS

In the first part of the article, the author presents brief description of the most important Regulations of the Polish Minister of National Education in the context of SEN students. Children with special needs, characteristics of selected disorders (Autism and Asperger's syndrome) and selected guidelines for teachers constitute the next matter under consideration of second part of the article.

It is essential to point out that English language teachers have to be aware of their responsibilities they have to students with special educational needs. Even if English language teachers are very good at English grammar, they have a large range of vocabulary, highly developed listening and speaking skills, and are excellent at lesson planning and know a lot of teaching methods; they still can discourage students with special educational needs from learning English language. If they do not acquire specialized knowledge and training related to different kinds of children's development impairments and disorders, they are not able to understand these children needs and identify students' problems in their development and learning process. If they are not able to do so, they will not be ready to organize favorable school circumstances for children with special educational needs at their English lessons.

Key words: *children with special educational needs, English language teachers, Autism Spectrum Disorders (ASD), Asperger's syndrome.*

Introduction. Teaching English as a foreign language to children with special educational needs constitutes a difficult challenge for many teachers. English is the most frequently chosen foreign language in Polish schools. It has the opinion of easy, useful in life, popular and widely available in all multimedia sources, used by students. However, children with special educational needs may have difficulties learning English because it