

## ABSTRACTS

UDC (005.336.2:17.023.36 – 022.218): (373.5.046 – 021.65) (045)

*D. V. Furt*

### **HIGH SCHOOL STUDENTS' POLY CULTURAL COMPETENCE STRUCTURE ELEMENTS IN ENGLISH STUDIES**

The notions of «polycultural competence» and «culture» are generalized in this paper. It considered the high school students' polycultural competence structure using the model of M. Absatova, which formed the basis for the research.

Different scientists' opinions about high school student polycultural competence structuring issues were analyzed and some examples of them were given.

The notion of high school students' polycultural competence was defined and the English studies' influence on its development was identified.

The notion «dialog-oriented approach» was considered, the essence of which is involving students in different cultures in order to form their «planetary mind» facilitating close cooperation with representatives of different countries and nationalities.

It is mentioned in the paper that the high school students' polycultural competence development result must be students' understanding of the fact that language, mind, culture, and mentality are elements of one row, that's why if someone doesn't understand them, nationally determined contacts can cause international misunderstanding.

The significance and the importance of learning foreign languages for high school students' policultural competence development were emphasized.

The task of high school student polycultural competence development and the principles of successful completion of this task with the help of English studies were determined.

*Key words: polycultural competence, high school students' polycultural competence, structure, English.*