Out of all the above mentioned skills, critical thinking is high on the list.

So, what is critical thinking and why is it so important today? "Critical thinking means making reasoned judgments that are logical and well-thought out. It is a way of thinking in which you don't simply accept all arguments and conclusions you are exposed to but rather have an attitude involving questioning such arguments and conclusions. It requires wanting to see what evidence is involved to support a particular argument or conclusion." (Tara DeLecce) Critical thinking is not a fad. It is the skill that prepares students for the ever-changing and unpredictable world we live in. It helps students observe an object (fact, person, data) from different points of view, makes them get out of their comfort zone and challenge their preconceptions about the object, create new, better-informed ones.

Moreover, critical thinking has an impact on students' interpersonal skills. By thinking critically and seeing things from different angles, students become more open-minded and empathetic, better communicators, more inclined to collaborate with their peers and discuss their ideas. Thinking more about students as individuals, it is possible to say that critical thinking helps them develop their creative side by allowing their thinking process to run more freely, and explore more possibilities. It will eventually make them better decision-makers.

The problem, however, is how to do that, how to teach it. Here are some simple tips that might help the teachers develop their students' critical thinking skills:

• do not answer the questions right away, give the students time to find the answers on their own;

• foster critical thinking by asking questions and having students think of the answers;

• help students develop their own ideas, help them move progressively towards their goals;

• encourage creativity;

• encourage collaboration and communication with the peers.

Critical thinking will not only develop the students' intellectual abilities, but it will help them become aware of their own knowledge and make them an active and mindful component of the education process.

D. D. Kozikis

BREXIT AND THE AWARENESS OF MAJOR SOCIAL CHANGES
IN BRITAIN IN ATTAINING LANGUAGE COMPETENCE

The results of the 2019 recent decisions of the British Parliament concerning Brexit are of major importance for any person involved in language acquisition, translation and comprehension of major changes in British society. Following the

debates in Parliament, in the mass media one becomes aware of new interpretations of major social problems concerning the country and the way they are reflected in language usage. This is basically important both for English language interpreters and teachers of English.

Socially Britain has changed immensely due to immigration contributing to the fastest population growth in Europe. However, changes occur not only due to new arrivals of people from abroad but also due to social changes in society. One may fully agree with Kate Fox, a British anthropologist, who studying contemporary British life and life styles noted: "Your accent and terminology reveal the class you were born into and raised in, not anything you have achieved through your own talents and efforts. And whatever you do, accomplish, your position on the class scale will always be identifiable by your speech, unless you painstakingly train yourself to use the pronunciation and vocabulary of a different class" (K. Fox. "Watching the English", 2005).

David Crystal correctly poses the question concerning the speech of radio and TV announcers in the BBC canteen. Do off duty copy-editors never split their infinitives (D. Crystal. "The Cambridge Encyclopedia of the English Language", 2004).

In the recent past politicians, diplomats, people in high places traditionally reverted to the usage of formal words. Today we witness the reverse which is aimed at bypassing confusing serious issues of social life. During heated debates concerning Britain's membership of the European Union the British delegate was criticized for pursuing "British cherry-picking policy".

A major problem which a foreign language interpreter experiences today is to keep pace with the changes experienced by languages associated with neologisms and acquisition of new meanings of traditional words and expressions. No wonder leading politicians when dealing with unpopular policy issues resort to non-traditional lexicon to attain a positive approval of pursued policy targets by the electorate. The recent 2019 session of the British Parliament revealed a last-ditch bid to make MPs vote on the Brexit deal. The major parties were riven with division and disillusionment spread fast. As one commentator sharply observed: "The Tory party is a stinking cesspool and that's an insult to cesspits which are actually useful".

Boris Johnson, a leading politician of the Conservative Party in Britain, responding to critical remarks made by his opponents during the debates in the British Parliament classified them as an "invented pyramid of piffle" and a "sleight of hand which they had tried before". The Greece social security budget was termed in one of the leading British newspapers as the "Greece Scrooge Card", a reference to the famous character described by Charles Dickens in his Christmas Carol Story, Scrooge the miser. Thus meaning the absolutely inadequate budget intended to help elderly people in need. Within this context another deputy called upon the attention of the press to the growing number of children "rough sleeping" in the UK, meaning homeless children.

Especially trying instances occur when politicians wade into usage of controversial speech fueling speculation: The president eyes him for a top diplomatic job; Many people don't want a cliff-edge concept of inclusive society; Many suggest that the coup was a false flag event staged by the minister to gain power but common sense dictates the event went too far to be a false flag.

Given all above the traditional student mastering the so-called British standard should be aware not only of the traditional existing varieties of British English, but also of the fact that the accepted standard is also changing rapidly due to enhanced globalization and unheard of intensity of political, social and cross cultural changes which occur in Britain itself especially due to the impact of Brexit.

Е. П. Кончакова

AN APPROACH TO TEACHING CULTURE

Culture in its widest sense refers to everything related to the customs, institutions, and achievements of a country, group, or community.

It has traditionally divided into two distinct groups – big "C" and small "c". Big "C" – the art, music, and literature of a country or ethnic group may include achievements such as the plays by Shakespeare, the Mona Lisa, the Taj Mahal, and Handel's oratorios. Small "c" refers to our 'everyday' culture and includes what we learn at school, our social customs, how men and women's lives differ, what time we get up and go to bed, what we do in our free time, what we eat and so on.

However, there is another way of understanding of culture. When we start really thinking about culture, we realize that it includes a lot more or at least influences nearly everything in the human experience. Anthropologist John H. Bodley defined culture as, "what people think, make, and do" (1994). This definition has been developed in further detail by what is now called the 3P model of culture (Frank, 2014). The 3P's are perspectives, practices, and products.

Perspectives (views, attitudes, popular beliefs) describe "what members of a culture think, feel, and value" (Frank, 2014). This includes ideas about what is important in life, and beliefs about how younger people should relate to older members of society. Perspectives define what members of a particular culture consider appropriate and inappropriate behavior. Perspectives shape practices.

Practices include the traditions and typical behaviors in a culture. The way people communicate can differ greatly from one culture to another, not just in terms of language but also what people talk about; with whom; how direct they are when communicating; the gestures they use; their use of eye contact; etc. Practices include other behaviors as well, from the formal for example wedding ceremony traditions – to the informal, such as how people dress and eat on a day-today basis.