Ключевые слова: *профессиональная (управленческая) компетентность, управленческая деятельность; коммуникативная компетентность; языковая, речевая, культурная, стратегическая, прагматичная, иллокутивная компетенции; профессиональная подготовка; формирование и развитие коммуникативной компетентности; педагогические условия.*

Analyzing management activities, the author convinces that the professional competence of the head of the educational institution of general secondary education in the system structurally consists of managerial, pedagogical, communicative, diagnostic and research components of activity and is determined by the level of formation of professional knowledge and skills, the degree of development of professionally meaningful personal qualities. The author emphasizes that management activity is multifaceted, polyfunctional, but it is carried out first of all through communicative (verbal or written) interaction, and therefore it is impossible to manage a manager's activity without communication, dialogue, interaction and mutual perception of people. The manager's communicative competence is regarded as a complex integrative quality of the individual, which determines the ability of the school head to establish a subject-subject interaction with all participants in the educational process; the ability to provide an information exchange whose main purpose is to reach a common understanding, a unified view of various aspects of communication; readiness to choose a communicative strategy and tactics of its realization to achieve communicative goals; the ability to carry out a humanistic approach in management communication, create a relaxed, creative and democratic atmosphere. According to the author of the article, the future head of the institution of education must have an art of communication, which implies impeccable possession of both oral and written speech, and the ability to use verbal and nonverbal methods in an optimal manner; to select receptions of effective interaction in different communication situations; be convincing in his statements, a desired interlocutor and influential speaker. The research determines that the communicative competence of the future head of the educational institution is based on linguistic, cultural, strategic, pragmatic, and illocutive competences. Therefore, pedagogical universities staff should provide conditions in the system of professional management training for the formation of a communicatively educated person, who is capable of knowingly planning and organizing their own communicative activities, influencing interlocutors, transmitting, perceiving, analyzing, evaluating the informational, emotional and intellectual content of statements, having an advanced emotional intelligence, have communicative skills; skills, strategies and tactics of communicative behavior in the process of conducting business conversations; meetings, discussions, etc.

Keywords: *professional (managerial) competence, management activity; communicative competence; linguistic, speech, cultural, strategic, pragmatic, illocutic competence; professional training; formation and development of communicative competence; pedagogical conditions.*

УДК 81'243'23:159.942(045)
DOI 10.31339/2413-3329-2018-2(8)-203-205

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REPRESENTATION OF EMOTIONS IN THE CONTEXT OF COMMUNICATION

The article deals with with the verbalization of emotions from the linguistic perspective. The key objective of this scientific research is to present the interaction between human emotions and the way people express them through the language using different lexical units. The notion of emotion has been defined. Types of emotive vocabulary have been singled out. The attention has been paid to the parts of speech, which are mainly used to express the emotional state – interjections, adjectives, nouns, adverbs, and verbs. The difference between emotiveness, emotionality and expressiveness has been characterized. Expressive functions of language have also been considered in the article. The interconnection between emotions and language has been investigated.

Key words*: emotions, language, emotional state, emotive vocabulary, emotiveness, emotionality, expressiveness.*

Human emotional sphere has been thoroughly analyzed by psychologists, philosophers, etc. It has primarily been psychology that was concerned with the detailed analysis of cognitive processes taking place in human mind when emotions are processed [1, 21].

Definition of the problem. Since emotions are specific forms of interaction of a human being and environment, they help us to cognate the world and define our place in it. The problem of emotions' investigation is one of the most difficult in modern linguistics, and the search of the development of research in this field is still not sophisticated enough [2].

Analysis of the publications. The problem of representation of emotions in the context of modern linguistic has been studied by the following authors: V. I. Shakhovsky, V. N. Mykhailovska, R. O. Jacobson, V. V. Avrorin, A. von Humboldt, V. V. Levytsky, L. G. Babenko, Y. I. Kondratina, N. M. Kurykalova and A. Wierzbicka and others. But this problem has not been sufficiently described.

The object of the research is the verbalization of human emotions in the context of modern linguistic. The subject of the research is the interconnection between emotions and language. Emotion is an object of investigation not only for psychology, but also for linguistics. Therefore, cognitive processes of reflecting emotions can be studied not only from psychological perspective, but also from a linguistic one.

Therefore, there is a need to investigate the interconnection between language and human cognition, this makes the topicality of the study.

The aim of the article is to analyze an emotive structure of human cognition and the way it influences language.

Achieving this aim involves realization of such tasks:

- to define the notion of emotions;
- to explain the notion of emotive vocabulary;
- to point out its types;
- to study the interconnection between emotions and language;
- to analyze parts of speech that are used to express emotional state;
- to investigate the difference between emotiveness, emotionality and expressiveness;
- to identify expressive functions of language;

Results of the investigation. Nowadays it is considered to be a generally accepted notion that one of the most profound and in-depth studies of emotions can provide an approximately new branch of Linguistics, such as Emotiology (linguistics of emotions), which functions in correlation with Neurobiology, Cognitive and Communicative Science.

Emotiology usually defines emotion as the form of world reflection in human conscience to denote some mental experience, connotation and feeling [1, 24].

Emotion is an experience which typically involves physiological arousal (the feeling of a change in the body state) and social display (the behavioural act of expressing affect). The figurative language used for

describing emotional experiences is known as emotion talk and it abounds in metaphorical expressions. [3, 2]

Emotions themselves are unapproachable for direct observation. It is very difficult to transform them into words. It is almost impossible to determine a word that means an emotion. There are two ways of explain it – to point the familiar situation for this person where is the same emotion or to compare two events.

The scientist divides emotions into universal, recognized in all cultures, and those, which are defined by social and cultural characteristics, therefore specific for a particular culture. The expression of emotions depends on the variety of cultures, periods, social classes and in such a way the use of proper means (vocal / nonvocal, verbal / nonverbal) is determined. [4, 58]. V. I. Shakhovsky distinguishes two semiotic systems of emotions – Body Language and Verbal Language, which are not studied enough from the point of view of their correlation.

It should be mentioned that two classes of emotive vocabulary are distinguished. The so called vocabulary of emotions includes the words, the meaning of which is made by the concepts of emotions (sorrow, joy). According to the work of V. I. Shakhovsky, only emotive vocabulary (expressive vocabulary that displays emotions) is actually emotive lexicon, as it accomplishes the categorization of emotions and forms the lexical stock of emotive means of a language.

V. I. Shakhovsky stresses two types of emotive vocabulary: affective and connotative lexical units [4, 60]. The scientist refers the following lexical units to the affective ones: interjections, swear words and tender words, emotionally intensified adjectives and adverbs that are shown as specialized emotive lexical units, as the expression of emotions is their only purpose. According to V. I. Shakhovsky connotative lexical units are emotive in secondary figurative meanings, derivatives with affixes of emotive subjective estimation, which express emotivity through logical subject semantics.

V. N. Mykhailovska analyzes the words of different parts of speech connected by means of the stem with some secondary interjections, for example, *damn* interjection, *damnable* adjective, *damned* adverb. The author also considers the words close to the interjections by the meaning, for example, *nonsense, rot, rubbish, fine, great, splendid, lovely* [5, 10]. An adjective is an important means of expressing emotional connotations. Negative estimation dominates in the adjectives *foolish, silly, dirty, stupid, crazy, mad* and others, that are used in the text to express rage, disagreement, contempt, astonishment.

Positive estimation dominates in the adjectives *sweet, lovely, good, wise* and others, which are used in the texts to express delight, joy, approval. Positive and negative emotions are expressed with the help of adverbs of measure and degree, in which emotional meaning is displayed first of all while the main denotative sense is suppressed. In such a case the adverbs are used as intensifiers with a higher degree of intensification, showing a very high level of emotional saturation.

The emotional sense is often transferred by the nouns, in which the meaning of emotional estimation is the only possible one and makes the base for nomination: *fool, devil, brute, idiot, treasure, and darling*. Emotional connotations are expressed with the help of the adjectives like *thing, creature etc*., in which the meaning of emotional estimation appears only in a proper context thanks to their connection with emotionally estimated adjectives: *What a charming wicked creature! I like him so much!*

Emotiveness as a linguistic category has long been attracting attention of linguists. Its subject of consideration is emotions, represented by language units that contain emotional information. Thus, research in Emotiology became the scope of investigation for many scientists [6, 56].

A new stage in the study category of emotiveness became the emergence of Cognitive Linguistics that investigates emotional states of an individual as a complex conceptual structure with physiological nature and cognitive component. In accordance with the cognitive approach to the study of emotions, it has been proved that a person uses linguistic units not only to the allegations of fixing and organizing thoughts, but for expression, stimulation, transmission of emotions. As Charles Bally ones noted: «In a language everything is emotional» [3, 49].

Despite a long history of investigation of the category of emotiveness in many linguistic researches one can come across with the synonymic use of the terms emotiveness, emotionality, expressiveness.

Following V. I. Shakhovsky we differentiate these concepts and argue that emotions as psychological and motivational basis of any human activity on linguistic level become transformed into emotiveness.

Emotiveness is an immanent semantic system of language which allows to express emotion as a fact of mind, reflected in the semantics of linguistic units of

social and individual emotions [1, 13].

Emotionality is human sensitivity to emotional situations and their emotional (feeling) responses. Thus, emotionality is a psychological category, and emotiveness is a linguistic one, because emotions may be formed and assigned in speech and in language.

Expressiveness as an aspect of the semantics of the word has several components that can be fully or partially realized in speech: intensity score, imagery, emotiveness [8, 115]. Many researchers have identified emotional and expressive functions of language. Thus, R. O. Jacobson states that the expressive / emotional function (emotive function) is intended to express the attitude of the speaker to the action.

However, V. V. Avrorin distinguishes features of language and speech. The researcher distinguishes expressive function of language along with communicative, constructive (the function of forming opinions) and cumulative (accumulation of social experience and knowledge) ones. Emotional function is considered to be one of the speech functions, attributed to such speech functions as signal, nominative, poetic, ethnic and magic [1, 21].

So, we can say that since a language is the way to gain social experience, any experience is fixed in the language units, with the help of which people express and perceive emotions.

Perspectives of further research involves studying linguistic peculiarities of verbalization of emotions and means of expressiveness and emotionality expressed by different types of language tools.

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В статье рассматривается вербализация эмоций с точки зрения коммуникации. Был проведен анализ последних исследований и публикаций, а также указаны имена ученых, занимавшихся изучением данного вопроса. Было раскрыто понятие «эмоции» и определены некоторые их виды. Рассмотрены разновидности эмотивной лексики. Акцентировано внимание на частях речи, которые используются для описания эмоционального состояния – прилагательных, существительных, наречиях, междометиях и глаголах. Установлено различие между понятиями эмотивности, эмоциональности и экспрессивности. Экспрессивные функции языка также рассмотрены в статье. Охарактеризован взаимосвязь между эмоциями и языком. В конце статьи представлены перспективы дальнейших исследований этого вопроса.

Ключевые слова: *эмоции, язык, эмоциональное состояние, эмотивная лексика, емотивнисть, эмоциональность, экспрессивность.*

Головною метою наукового дослідження є виявлення взаємозв'язку між емоціями та способом їх вираження за допомогою мови, використовуючи різноманітні лексичні одиниці. Було проведено аналіз останніх досліджень та публікацій і вказано імена науковців, які займалися вивченням даного питання. Було розкрито поняття «емоції» та визначено деякі їх види. Розглянуто різновиди емотивної лексики. Акцентовано увагу на частинах мови, які використовуються для опису емоційного стану – прикметниках, іменниках, прислівниках, вигуках та дієсловах. Встановлено різницю між поняттями емотивності, емоційності та експресивності. Експресивні функції мови також розглянуті у статті. Охарактеризований взаємозв'язок між емоціями та мовою. Вкінці статті подані перспективи подальших досліджень цього питання. Результати дослідження показали, що емоційний стан людини нерозривно пов'язаний з мовою і проявляється в мовленні. Було встановлено, що емоції можуть взаємодіяти з мовою на багатьох її структурних рівнях, починаючи від звукового і до лексичного та граматичного рівнів, та безпосередньо в розмові та дискурсі. Варто також зазначити що поняття емотивності, емоційності та експресивності не слід ототожнювати; між ними є чітко визначена різниця. Разом з тим, ми дійшли висновку, що в сучасній англійській мові існує велика кількість лексичних одиниць, які можуть описати та виразити різноманітні емоції. Практичне значення дослідження полягає в подальшому використанні його основних принципів в курсах лінгвістики, лексикології та стилістики.

Ключові слова*: емоції, мова, емоційний стан, емотивна лексика, емотивність, емоційність, експресивність.*

УДК 37.012:929:001.2(045)
DOI 10.31339/2413-3329-2018-2(8)-205-206

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BIOGRAPHICAL METHOD FOR SOLVING SPECIFIC TASKS OF SCIENTIFIC AND BIOGRAPHIC RESEARCH

The article presents the main ways of studying a personality. The paper considers the expediency of using sources, in particular of personal origin, to study achievements of a particular pedagogical person. The properties of long discourse concerning the limits of deep knowledge of the inner world of a human are presented. The necessity of development of analytical techniques and procedures, which allow to reconstruct the objective facts of biography are considered.

Key words: *biographical method, research, factual material, historical and pedagogical sciences.*

The problem formulation. Historical and pedagogical science, being relatively independent in the field of science of knowledge as an integral part of philosophy and theology, occurred in the XVII century. Merit in this process belongs to the great Czech scientist and public figure Y. Komensky. Further differentiation and integration of pedagogical knowledge and branches of pedagogy continues in the modern world. As common for researchers and scholars, the scientific substantiation and generally accepted structure of pedagogical sciences have not yet been developed: all existing classifications are based on various grounds. Complexity of tasks, multifunctionality of pedagogy, variety of phenomena and processes studied by it - all this determines the structure of its internal and external connections.

Purpose of the article. The main feature and purpose of using the biographical method in historical and pedagogical science is to reconstruct the "biography-life" in order to identify factors and circumstances that determine nature, orientation, achievements of scientific activity of a person. In this respect, pedagogical biography has much in common with its application in literary criticism, where the presentation of the historical and cultural context in which the author lived and worked is an important precondition for understanding his work [4, p. 33 − 37].

Biographical reconstruction in historical and pedagogical science, its certain fragmentation, focuses on the identification and presentation of those aspects of life, which have the most significant impact on the character of creative, professional, educational and public activities of a pedagogical person.

Understanding the role and significance of the biographical method in historical and pedagogical science as a complex integrated technology of study of a personality, we emphasize that the application of this instrument in research practice implies, firstly, the consideration of its appropriate features and properties and secondly, consistent compliance with successive use of specific methods and techniques of research [1].

We would like to note such special properties of the biographical method as the relativity of conclusions. This requires from the researcher correctness, delicacy and observance of moral and ethical norms in characteristic and assessment of the private life of a person.

The biographer must determine how far he or she is ready to go into the private life, by publishing revealed little-known or unknown facts, details of relationship with the environment. In particular, it is necessary to take into account the possible reaction of family members or colleagues of the studied person, as well as the fact that new assumptions in factual research may change person`s established image; how they will affect characterization of the creative heritage, professional activity of a public person, etc. [3].

These properties are also considered in the context of long discourse concerning difficulties, possibilities, limits of profound knowledge of the inner world of a person. The statement suggested by French philosopher and writer Jean-Paul Sartre almost half a century ago "In reality, subjective life can not be the subject of knowledge, it is fundamentally not cognizable" remains topical nowadays, because "sorrow, sadness, needs, compassion, human concerns are not covered by