

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. Акцентируется 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, эмотивность, 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 отождествлювати; 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.

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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

the knowledge of reality", so this sphere can not be covered by human thought.

Such scepticism is to a certain extent fair and indicates the limited scientific and cognitive capabilities of the biographical method, but does not eliminate the aspiration and right of the biographer to learn about researched personality in all its completeness and integrity [5].

An important block of problems of using the biographical method in pedagogical biography is the use of sources, in particular, of personal origin, in research work. This component is an all-encompassing factor and a means of its organization and conduct, which is closely intertwined with all other aspects of the study of pedagogical personalities. In this context, it is appropriate to mention the approaches according to which the biographical method is often related (identified) with the method of personal documents in sociology, with the archival method in historical science, with praximetry, the analysis of products of activity in psychology [2].

Biographical method (approach) in historical and pedagogical science is considered as a combination of methods and means of organization and conducting research about life of an individual on the basis of collection, analysis, interpretation of all possible and accessible sources of information.

Research results. Such position of the problem necessitates the constitution of the biographical method as a separate scientific and theoretical instrument of historical and pedagogical science, capable of providing objective results of research. It actualizes the need for the development of analytical techniques and procedures that will allow reconstructing the integral image of a pedagogical personality and its separate formations in the form of personal and professional qualities, educational, creative, and other lifetime achievements on the basis of separate objective facts.

Unlike psychology and sociology, where the biographical method carries out empirical functions, in the history of pedagogy, as in historical science, literary criticism, secondary informative materials are used, taken from other varieties of source systems - from official regulatory acts, unpublished materials, archives, periodicals to artifacts of personal origin, etc. [2].

Therefore, in pedagogical biography, it is presented as an organizational method that defines, designs the order of planning,

organizing and conducting research. Thus, the biographical method becomes pivotal, coordinating with other general and special methods, techniques, procedures that are used to solve specific problems of scientific and biographical research. Along with such integrative function, the biographical approach in the historical and pedagogical research is considered in «traditional» meaning as ideographic, that is, one that focuses on revealing the laws of a particular life, which can not be extrapolated to the life of another person, but only to compare their individual elements.

Using the biographical method in psychology B. Ananiev connected it to genetic approaches person's development that corresponds to its two main forms: ontogenesis – his/her evolution as a psychophysiological organism and "life path" as his/her history in society in all manifestations [On problems, p. 265]. Similarly, historical and pedagogical science should not limit the methodological and cognitive potential of the biographical method. A biographer studying a pedagogical person can not reduce its livelihoods to the personality-phenomenological aspect, which is mainly reflected as "subordinate", "causal", that is, that determines the "main" activity and creative aspect of life, which flows into the stream of historical and pedagogical thoughts and often/predominantly amounts to the main meaning of historical and pedagogical research.

In this context the interesting is B. Ananiev's concept of genetic personalism as a theory and method of biographical research of human way of life, main events, conflicts, output and values that grow and develop during his/her life in certain socio-historical conditions.

Conclusions and further research perspectives. Therefore, research of a person as a historical phenomenon, according to the scientist, inevitably reflects not only the process of his/her education and formation in certain social conditions, but also the era, the country, the social system, contemporaries, associates, employees or, on the contrary, enemies - in general, accomplices, cases, time, events, in which the person was involved. Consequently, the biographical study of a personality, his/her way of life and creativity is the kind of historical research in any field of knowledge: art history, history of science and technology, psychology, etc.[1].

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В статье представлены основные пути исследования личности. Рассмотрено целесообразность использования источников, в том числе личного происхождения, для изучения достижений того или иного образа педагогической личности. Указанные свойства длительного дискурса относительно границ глубинного познания внутреннего мира человека. Указано на необходимость разработки аналитических техник и процедур, которые позволят реконструировать объективные факты биографии.

Ключевые слова: биографический метод, исследования, фактографический материал, историко-педагогические науки.

В статті представлено основні шляхи дослідження особистості. Розглянуто доцільність використання джерел, зокрема особистого походження, для вивчення здобутків того чи іншого образу педагогічної особистості. Означені властивості тривалого дискурсу щодо меж глибинного пізнання внутрішнього світу людини. Вказано на необхідність розробки аналітичних технік і процедур, які дозволять реконструювати об'єктивні факти життєпису.

Ключові слова: біографічний метод, дослідження, фактографічний матеріал, історико-педагогічні науки.