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В статье рассматривается проблема исследования языковых феноменов в тесной связи с человеком, его мышлением и различными видами духовно-практической деятельности. Акцентируется внимание на том, что целью лингвистического анализа уже не может быть только проявление различных характеристик языковой системы. Отмечено, что антропоцентрическое направление языковых исследований характеризуется определенными принципиальными установками, среди которых основными являются экспансионизм (междисциплинарный характер исследований) и функционализм (ориентация на язык как на инструмент деятельности и изучение функций языка). Доказано, что коммуникации постоянно совершенствуются, приобретая новые признаки и возможности.

Ключевые слова: лингвистический анализ, языкознание, теория речевой коммуникации, антропоцентрическая парадигма.

The key idea of modern linguistics is the idea of anthropocentric language, which led to the emergence of anthropocentric paradigm, which is interpreted as shifting the interests of research from objects of cognition to the subject, that is, analyzed man in language and language in man. The urgency of the problem is determined by the fact that the purpose of linguistic analysis can no longer be merely to identify the various characteristics of the language system. From the standpoint of the anthropocentric paradigm, a person learns the world through an awareness of himself, his ideal and material activity in him. The purpose of the article is to study linguistic phenomena in close connection with the person, his/her thinking and various types of spiritual and practical activity. The course "Fundamentals of Speech Act Theory" belongs to a number of philological disciplines and should form student's understanding of the language features and non-verbal communication and its varieties, knowledge of the features of the communicative environment, channels and varieties of communication, the ability to use the principles of speech act theory in the analysis of communicative activities and events, when planning their own activities. It gives an idea of the role of speech communication in the "contact zone", the concept of language and style of speech and speech tactics of communication taking into account the ego-states of the interlocutor. It should be noted that this course is designed to create the so-called "soft skills" for students, which is the most urgent requirement in the preparation of future professionals in any field of activity. This course is either a completely independent discipline, or is a logical continuation of the courses "Introduction to Linguistics" and "General Linguistics", dedicated to the study of the common laws of origin and development, the essence and functioning of human language, the development of methods and techniques of linguistic studies which forms the basis for the subsequent study of disciplines involved in language analysis: stylistics and text interpretation, discourse analysis, cognitive linguistics, etc. In particular, at Mukachevo State University, this course is integrated and presented in the curriculum of students of the specialty "Secondary education (language and literature (English))" as "General Linguistics with the Fundamentals of Speech Act Theory".

Key words: linguistic analysis, linguistics, speech act theory, anthropocentric paradigm.

UDC 37.016:003-028.31:81'373=111(045)

DOI 10.31339/2413-3329-2019-2(10)/2-78-80

Feltsan Inna,
senior lecturer,
Garapko Vitaliia,
associate professor,
Malinovska Diana,
lecturer assistant,

Mukachevo state university, Mukachevo

COMPREHENSION OF CULTURALLY MARKED LEXIS THROUGH GENUINE TEXT READING

Modern higher education represents a field which, along with hard (professional) skills, should develop soft skills of future specialists. Being a teacher at secondary school, person must demonstrate a high level of cross-cultural awareness, be ready to pass this competence to younger generation. Many scientists consider genuine (authentic) text as the most appropriate tool at ESL classes, which can improve vocabulary and help understand culture and society of a target language. Culturally-marked lexis make up one of the biggest difficulties for students-philologists, who are required to know language material at advanced level. When mentioning genuine text in the context of preparing future philologists it moves the limited "reading-translation" idea, and shifts towards deep analysis of advertising leaflets, linguistic comparison of postcards from past and present, online blogs and social posts etc.

Key words: genuine text, vocabulary competence, authentic materials, interpretation, artificial language, authentic language, comprehension.

Formulation of the problem. There exist a number of different philosophical ideas on what is culture and how it may unify or separate people. Along the history, mentalists like Aristotle, Hippocrates, Socrates tried to relate social development and culture criteria, thus, what we believe and how we understand the world dictates our feelings and emotions caused by interpretation of the surrounding environment.

Acting as a teacher of a foreign language, person should decide on the best pedagogical tools which could boost perception and comprehension of culturally marked lexis by students.

Purpose of the article is to justify the effectiveness of genuine (authentic, real, natural) text reading when trying to expand and develop the vocabulary competence of students. If you want to learn foreign language more quickly, lots of reading is important. The more you read, the more input your brain gets about how the language works. When you read, you can improve your vocabulary, your grammar, and your writing skills at the same time.

The analysis of recent research. The idea of using genuine texts at foreign language classes made interest for scientists in Ukraine and abroad. H. Voronina [12] on organization of work at German classes with the help authentic youth press; V. Redko [10] believes that the use of authentic materials is the most basic source of proficiency in English; I. Kolomijchuk [5] promotes the authentic materials as a tool for supporting the socio-cultural orientation of educational process.

T. Eliot in the late 1940-s introduced the idea of authentic materials mirroring a target culture and stated that the humblest material artefact which is the product and the symbol of a particular civilization is an emissary of the culture out of which it comes – that is, authenticity is a «key» to cultural education in foreign language classes [1].

One of the main reason for using authentic materials in the classroom is once outside the «safe», controlled language learning environment, the learner will not encounter the artificial language of the classroom but the real world and language how it is really used [2].

The material-focused approach has a long history in foreign language teaching methodology. By medieval time the teaching method most commonly used was the «scholastic method» which consisted of learning the alphabet and memorising sequences by heart. As there was no specific books designed for language teaching, authentic texts, such as prayer books, were often used.

There is a number of scientists who speak in favor of using genuine materials when learning culturally marked lexis such as Internet, newspapers, fiction, social networks as a key tool for development foreign literacy culture etc.

Results of research. The method, using genuine text as an instrument for development foreign vocabulary comprehension, was defined as «authenticity-centred». Text difficulty makes up a central bulk when we teach something new, it gives possibility to apply cross-disciplinary approach – thus, in order to give definition and understand the term, students are required to use knowledge of analysis, categorization, linguistic criteria, grammar and phonetic skills, all these may help comprehend the study text; the importance of learner's experience in the definition and understanding of authenticity makes educational process a whole unit without gaps and blanks, they need to apply cognitive strategies to decode, interpret, comprehend, monitor and regulate the process of translation.

Another positive effect from authenticity approach in education is possibility to act as a social and emotional human being, who interprets the world through inner perception of symbols and the comparison. According to Mishan [7], the humanistic approaches such as suggestopedia, can be seen as thematically related to the authenticity-centered approach. Instead of mechanistic gap filling exercises the authentic tasks enable learners to process information in a critical and reflective manner, thus enhancing the role of the learner and their contribution [1].

Academic freedom is among primary motivation factors which engage students into analytical work with a text, in particular: novels, poems, newspaper articles, manuals, recipes, postcards, advertisements, travel brochures, tickets, timetables, reviews, blogs, posts; authentic texts

and tasks involve learner autonomy as they demand a high level of learner contribution and investment; students expand their understanding of mentality and national character, history and social order; learners have immediate and direct contact which reflects live language and not edited or simplified texts which lack the essential features of authentic language use, and are filled with repetition, archaisms and simplified paraphrasing.

Physical effect adds to advantages of using reading method by students. A study from the University of Sussex found that it only takes 6 minutes of reading to reduce stress and enhance our relaxation. It slows heart rate, reduces muscle tension and stress level. Reading combats mental decline, increases mental capacity and, individuals who fail to read regularly, experience a mental decline at a rate 48% faster than those who read regularly throughout their lives [4].

A study published in the Journal of Applied Social Psychology found that critical reading may help students tolerate other cultures and social positions, improved attitudes towards stigmatized groups such as immigrants and refugees [6]. An engaged reader is strategic and socially interactive.

As Ting-Ting Wu [11] states, Learning English by reading articles on multimedia e-book devices can assist students in improving their vocabulary and in understanding the associations among vocabulary, textual meaning, and paragraph composition. Adaptive integration of reading technologies and strategies not only strengthens their language ability and reading comprehension, but it also increases the effectiveness of their language learning.

The paper by Moisés Damián Perales Escudero [9] reports on an educational intervention study that used linguistic and rhetorical approaches to critical reading, in order to teach intercultural awareness. The intervention was implemented with a group of Mexican college students learning English as a foreign language. The results indicate that cultural situatedness of language use can increase awareness of the multiple ideological positions existing in a cultural context.

Teacher takes the role of a guide when applying the method of genuine text reading. They don't give answers but only supervise the process, leaving space for individual and team work. As S. Mnevets [8] stated, the task of a teacher is to make the work with foreign language text interesting and meaningful, because reading of the such texts develops students' thinking, helps to understand foreign language system, understand the features of one's own native language. The information that a student receives from a foreign language text, shapes his or her outlook, and enriches national knowledge. The mental work performed by the reader in order to gain insight into the content of the text develops the language conjecture, autonomy in overcoming linguistic and semantic difficulties, the interest in mastering a foreign language, enhances the cognitive activity of students.

Having lack of cross-cultural contacts, students need the after-reading discourse, which will enable them to evaluate the level of self-proficiency. Checking the understanding of the text, discussing the content of the read and learning the meaningful processing of text information is carried out at this stage. The exercises should be aimed at controlling the comprehension of the text, involve constructing students' verbal statements based on text, individual oral language development tasks that might encourage students to read thoughtfully. Learners' speech should be characterized by logic, sufficient informativeness, evidence, personal attitude to the content of the read [8; 5].

Conclusions and further research perspectives. Taking into consideration the above mentioned, we may conclude that genuine texts illustrate the functioning of the language in the form adopted by the native speakers, and in the natural social context; they contain information that is perceived as credible and more interesting; create possibility to develop understanding of social significance and problems.

In the process of reading, we may pursue three task types: reading for the main idea; reading for detail, and reading for specific information. Switching stresses for current reading, teacher trains students' attention and focus on lexis: some tasks need work with general text design, while others require a meaningful dictionary consultation and summarizing.

The perspective for further analysis may include categorization of different authentic sources for specific purposes, that is philologists, doctors, engineers, IT specialists, journalists, lawyers, managers, administrators etc.

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Современное учреждение высшего образования представляет собой среду, которая наряду с профессиональными навыками стремится развивать социальные навыки будущих специалистов. Работая учителем в средней школе, человек должен демонстрировать высокий уровень межкультурной компетентности, быть готовым передать эту компетентность молодому поколению. Многие ученые рассматривают аутентичный текст как наиболее эффективный инструмент на уроках иностранного языка, который может расширить словарный запас и помочь понять культуру и социум носителей языка.

Ключевые слова: аутентичный текст, лексическая компетентность, аутентичные материалы, интерпретация, искусственный язык, живой язык, понимание.

Сучасний заклад вищої освіти представляє середовище, яке поряд із професійними навичками, прагне розвивати соціальні навички майбутніх фахівців. Будучи вчителем у середній школі, людина повинна демонструвати високий рівень міжкультурної компетентності, бути готовою передати цю компетентність молодому поколінню. Багато науковців розглядають автентичний текст як найбільш ефективний інструмент на уроках іноземної мови, який може розширити словниковий запас та допомогти зрозуміти культуру та соціум носіїв мови, яку вивчаємо. Культуро-маркована лексика знаходиться в полі особливої уваги студентів-філологів, яким необхідно демонструвати знання мови на вищому рівні. Застосовуючи автентичний текст у контексті підготовки майбутніх філологів, ми відходимо від вузької практики «читання-перекладу», звертаючись до глибокого лексичного аналізу рекламних буклетів, лінгвістичного порівняння листівок з минулого та сьогодення, інтернет-блогів, соціальних дописів тощо. У такому навчальному середовищі вчитель змінює рівень своєї активності та створює простір для самостійної роботи, спрямовує, але не керує роботою студентів. Міждисциплінарний підхід, застосування попередньо набутого досвіду становлять потужний мотиваційний фактор для студентів, у яких з'являється нагода продемонструвати рівень академічної майстерності під час перекладу фразеологічних зворотів, ідіом та термінології. Практика, що слідує за читанням автентичного тексту повинна бути організована таким чином, щоб допомогти студенту оцінити достовірність перекладу, скоригувати помилкові судження та обговорити проблематичні ділянки тексту у групі. У такому дискурсі долається перекладацька невпевненість і формується «професійне відчуття» мови. На цьому етапі, вчитель бере на себе контроль і організовує діяльність групи, добирає необхідні тести та вправи, що мають на меті допомогти учням запам'ятати нову лексику і практикувати її використання в реальних життєвих ситуаціях. Аналізуючи проблематику даного методу, ми звернулись до робіт науковців з України та закордону. Ми дійшли висновку, що читання та переклад був одним з перших у методиці вивчення іноземних мов, адже духовна література була єдиним доступним ініомовним джерелом для вивчення мови, а спеціальні підручники з'явилися не раніше ніж у 14 столітті.

Ключові слова: автентичний текст, лексична компетентність, автентичні матеріали, інтерпретація, штучна мова, жива мова, розуміння.