

LANGUAGE PERSONALITY: LINGUISTICS AND LANGUAGE DIDACTICS

Part 1

Collective monograph



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The problems of the language personality form the core of the anthropocentric paradigm, which defines the face of modern philological science. The phenomenon of language personality is an important factor in social, psychological, cultural and intercultural interaction of people.

In the first chapter of the monograph, the typology of the language personality in the communicative situation of address, the specifics of the language picture of the world, manifestations of the language personality of the author and the character in the artistic discourse are considered.

The second chapter of the monograph focuses on the problems of the formation of professional and communicative skills, which are the basis of the language personality of a modern university student. The research field presents various scientific paradigms. The works were performed on the material of Ukrainian, Russian, and English languages.

The monograph is intended for a wide range of readers who are interested in the problems of language communication, language awareness and language influence, the formation of a language personality, issues of the communicative context.

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CHAPTER 1. LANGUAGE PERSONALITY IN LINGUISTICS AND LITERATURE STUDIES

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1.1. LANGUAGE PERSONALITY IN THE COMMUNICATIVE SITUATION OF APPEALS

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Introduction

One of the leading directions of modern linguistics is the study of language personality in communication. It is commonly known that the practice of interpersonal communication requires clarification of the basic laws of the communicative process. The logic of the development of modern linguistic science and the requirements of practice coincide in this case. In line with the growing interest of researchers in the language personality in various conditions of the implementation of interpersonal communication process, the present study was carried out.

We will study the language personality (addresser / addressee) in the least illuminated aspect: the communicative situation of appeal. We set the goal to present a typology of appeals, with the help of which a linguistic personality creates pragmatically effective and adequate communicative situations. The ideal object for studying a language personality is undoubtedly direct communication, but it is difficult to fix it for various reasons. The appeal to a literary text, which is not natural communication, but created, modeled by the author as natural, can be argued by several factors. Firstly, artistic communication can be considered as an analogue of reality: we recognize ourselves and life in situations and artistic personalities, and it is this fact that makes a literary

work interesting to us. Secondly, at the level of a literary text, it is easier to compare the speech behaviour of a speaker in certain communicative conditions with the normative-value system of the addressee, and this makes it possible to detect the pragmatic essence of the appeal.

The study was conducted on the basis of a communicative-pragmatic approach to the analysis of linguistic phenomena, which is of paramount importance for studying the categories of adequacy, the effectiveness of interpersonal communication and its modeling, the interactivity of the author and reader, addresser and addressee, determined by socio-psychological, ethnocultural, mental factors. The significance of the chosen object of research is explained primarily by the fact that, according to psychologists, appellativeness for a language personality is a key tool for unfolding the emotive scale of communication, which largely ensures its success.

Human activity from a philosophical point of view is “a specific form of coordinated activity of several individuals”¹. In this understanding, human activity is not limited to the “subject-object” relationship; the subject-subject relationship is a necessary condition for the manifestation of human interaction. Recognition of subject-subject activity in speech communication does not negate the change in the activity of communicants. The communicative role of the addressee, which includes the perception of someone else’s speech, the response to it, is of global importance, rooted in the philosophical aspect of epistemology, as a sign that the process of cognition is carried out through perception. Describing the relationship that arises in the process of communication between the Addresser and the Addressee, J. Leach² defines them as a relationship in which the speaker and the listener resolve the problem. For the speaker, it is formulated as follows: “If I want to achieve a certain effect on the mind of the listener, how can I best achieve this goal using language?” The listener solves a different kind of problem: “If the speaker said something and something, what effect did he intend to have on me with this?” Thus, according to the scientist, the addresser is a communicant who “is trying to achieve his goal within the limits imposed on him by the principles and maxims of successful communicative behaviour”.

¹ Менг К., Краузе К. Некоторые методологические предпосылки интегративного анализа текста. *Общение. Текст. Высказывание*. Москва : Наука, 1989. С. 88–98.

² Leech C. N. *Principles of pragmatics*. London ; N. Y., 1983. 2.P.XI.

§ 1. Methodology and Research Procedure

A language personality uses appeals as a means of expressing a communicative intention: to establish contact, to maintain contact with the addressee. We consider it relevant to consider the appeal from the position of the recipient of the speech (addressee), which obliges us to turn to clarifying the role of the appeal in creating a pragmatically adequate situation of communication. In our work, the speech impact produced by the appeal is defined as the achievement of a certain result, as the effect of addressing, i.e., we focus, first of all, on the received response to the appeal (the position of the addressee).

The prospects for studying a linguistic personality in a communicative situation of appeal were determined due to research in the field of pragmalinguistics concerning the problems of speech interaction of communicants, the ways to establish speech contact, pragmatic effect and effectiveness of utterance, in the works of: N.D. Arutiunova³, F.S. Batsevych⁴, V.V. Bogdanov⁵, L.P. Ermakova, A.P. Sedykh⁶, V.I. Karasik⁷, N.N. Nikolaeva⁸, G.G. Pocheptsov⁹, I.P. Susov¹⁰,

³ Арутюнова Н. Д. Аномалии и язык (к проблеме языковой «картины мира»). *Вопросы языкознания*. 1987. № 3. С. 3–19; Арутюнова Н. Д. Прагматика. *Лингвистический энциклопедический словарь*. Москва : Советская энциклопедия, 1990. С. 389–390.

⁴ Бацевич Ф. С. Проблеми і термінологічний апарат сучасної лінгвістичної прагматики. *Вісник Національного ун-ту «Львівська політехніка»*. 2008. № 620. С. 250–253; Бацевич Ф. С. Лінгвістична прагматика: спроба обґрунтування проблемного поля і дослідницької одиниці. *Мовознавство*. 2009. № 1. С. 29–37.

⁵ Богданов В. В. Коммуникативная компетенция и коммуникативное лидерство. *Язык, дискурс, личность: Межвуз. сб. науч. тр.* Тверь : ТверскГУ, 1990. С. 26–29.

⁶ Ермакова Л. Р., Седых А. П. Языковая личность и способы ее манифестации. *Научные ведомости. Серия : Гуманитарные науки*. 2010. № 8(89). Вып. 7. С. 81–87.

⁷ Карасик В. И. Языковой круг: личность, концепты, дискурс. Москва : Перемена, 2002. 477 с.

⁸ Николаева Т. Н. О принципе «некооперации» и/или о категориях социолінгвістического воздействия. *Логический анализ языка: Противоречивость и аномальность текста*. Москва : Наука, 1990. С. 225–235.

⁹ Почепцов Г. Г. Слушатель и его роль в актах речевого общения. *Языковое общение и его единицы : межвуз. сб. научных трудов*. Калинин : Калинин гос. ун-т. 1987. С. 26–38.

¹⁰ Сусов И. П. Личность как субъект языкового общения. *Личностные аспекты языкового общения : межвуз. сб. научных трудов*. Калинин : Калинин. гос. ун-т, 1989. С. 9–16; Сусов И. П. Лингвистическая прагматика. Винница : «Нова Книга», 2009. 272 с.

M.S. Skab¹¹, I.P. Tarasova¹², S.I. Tikhonina¹³ et.al. In this paper, considering the structure of a language personality, we can single out an individual as a native speaker and a language personality. A native speaker is a person who is capable of speech production. The level of an individual as a native speaker implies his involvement in the process of verbal communication as one of the participants in the communicative situation.

In the study, we rely on the model of the language personality (LP) of V.I. Karasik, in which, unlike the models of Y.N. Karaulov, G.I. Bogin, there is an inclusion of the behavioural aspect in the very structure of LP. Following V.I. Karasik, a language personality has two fundamental attributes, namely, a language ability and a language need. Considering this thesis in the communicative situation of appeal, this is the language ability to create appeals and various types of responses to appeals that are set by a certain system of values. LP is considered by V. I. Karasik as the unity of speech activity and speech organization of a person. They are closely interconnected, but not identical to each other, correlating as a phenomenon and essence. At the same time, the author identifies five aspects in the speech organization of a person¹⁴:

1) "language ability as an organic opportunity to learn how to conduct verbal communication (this includes the mental and somatic characteristics of a person)";

2) communicative need, i.e., addressability, focus on communicative conditions, on the participants in communication, the language community, the bearers of culture;

3) communicative competence as a developed ability to communicate in its various registers for optimal achievement of the goal;

4) language consciousness as an active verbal "reflection in the inner world of the outer world";

5) verbal behaviour as a conscious and unconscious system of actions that reveal the character and way of life of a person".

¹¹ Скаб М. С. Прагматика апеляції в українській мові. Чернівці : Рута, 2003. 80 с.

¹² Тарасова И. П. Структура личности коммуниканта и речевое воздействие. *Вопросы языкознания*. 1993. № 5. С. 70–82.

¹³ Тихоніна С. І. Функціонально-семантичні особливості мовленнєвого акту звертання. *Вчені записки ТНУ ім. В. І. Вернадського*. 2018. № 2. С. 67–71.

¹⁴ Карасик В. И. Языковой круг: личность, концепты, дискурс. Москва : Перемена, 2002. С. 7.

Consequently, broader opportunities open up for understanding the LP as an active participant in social and communicative interaction.

Recent studies focused on the appeal indicate that, performing the function of establishing and maintaining contact, it contributes to the creation of comfort conditions for interpersonal communication, in the field of which the well-known rule of cooperation by P. Grais operates: maxim of information completeness, maxim of quantity, maxim of manners¹⁵. In order for the addressed form to achieve its pragmatic goal, it is necessary, having assessed the psychological mood, emotional state of the addressee (after all, one should not forget about his/her possible unwillingness to join the conversation), choose the most effective appeals that correspond to the situation. The choice of a certain variant of the appeal contributes either to the establishment, maintenance of contact, or its interruption. An analysis of the factual material indicates the availability of a significant arsenal of appeals, with the help of which pragmatically adequate situations of communication are created.

As a result of a comprehensive approach to the study of language personality in the communicative-pragmatic aspect, we have developed a control method for the study of appeal¹⁶: at the first stage, the model of “communicative cooperation” is revealed on the basis of the result of the address, the reasons and conditions of creation of pragmatically adequate communicative situations are established; they are: communicative correctness, conformity to communicative norm and communicative truth, satisfaction of requirements and representations of the addressee. The positive reaction of the addressee to the appeal, which can be both explicit and implicit, determines the normative development of the communicative act, is the main criterion for determining the adequate and effective situation. Based on the reactions of the addressee, a typology of pragmatically adequate appeals has been compiled.

We present typical variants of situations of the model of communicative cooperation (Table 1).

¹⁵ Грайс Г. П. Логика и речевое общение. *Новое в зарубежной лингвистике. Вып. XVI : Лингвистическая прагматика*. Москва, 1985. Вып. XVI. С. 217–237.

¹⁶ Корноненко Л. В. Обращение в прагмалингвистическом аспекте (на материале современного русского языка) : дис. ... канд. филол. наук : 10.02.02. Черкасский гос. ун-т им. Б. Хмельницкого. Черкассы, 2000. 217 с.

Table 1

Variants of communicative situations	Types of appeals	Adequacy	Efficiency
Speaker ₀ → Appeal ₀ → Addressee ₀	normative	+	+
Speaker ₊ → Appeal ₊ → Addressee ₊	accentuated	+	+
Speaker ₊₊ → Appeal ₊₊ → Addressee ₊₊	complimentary	+	+
Speaker ₊ → Appeal ₊ → Addressee	potentially-adequate	+	

Thus, the verbal and non-verbal reactions of a language personality caused by an addressed appeal, the emotional and evaluative nature of the addressee's responses become a marker that determines the type of a communicative situation.

§ 2. Typology of Pragmatically Adequate Appeals

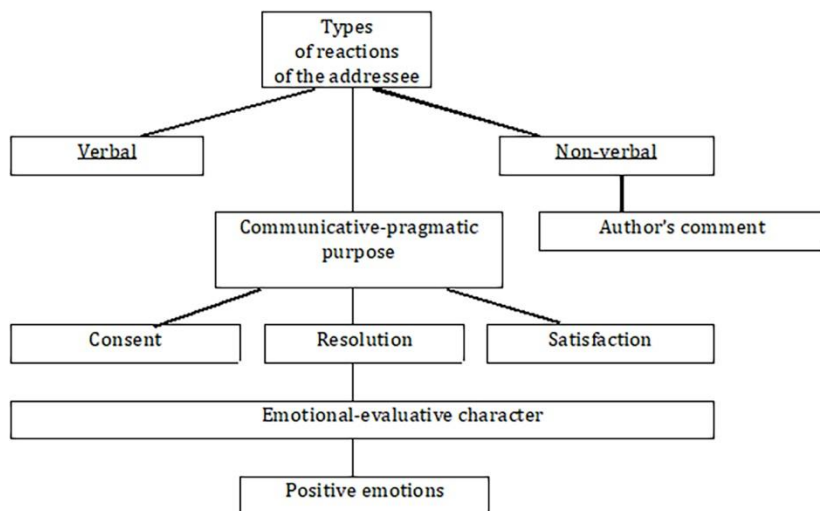
Considering the fact that the process of verbal communication is a variable process of interaction of parametrized language personalities, determined by a set of mental, emotional, evaluative, pragmatic properties¹⁷, it is easy to assume that the reaction to the same appeal may be different in various conditions. The issue of the adequacy of a particular form of appeal is decided by the addressee himself/herself, expressing verbally or non-verbally consent to this or that form of appeal.

Combining pragmatically adequate appeals is carried out according to the main criterion, namely, a positive communicative result, which is determined by the ultimate goal, i.e., the effectiveness of the communicative act.

We should note that out of 3 thousand contexts selected from fiction using a continuous sample, 1695 contexts were identified with appeals that have a positive communicative result. According to the reaction of the addressee, presented by us in the conditional scheme 1, and on the basis of the development of the communicative situation, we have identified the following types of pragmatically adequate appeals.

¹⁷ Сидоров Е. В. Проблемы речевой системности. Москва : Наука. С. 137–138.

Scheme 1



Nº	Types	Total number of contexts	
1.	Normative	797	47%
2.	Accentuated	360	21%
3.	Complimentary	300	18%
4.	Potentially adequate	238	14%
	Total	1695	100%

§ 2.1. Language Personality and Normative Appeals

Normative appeals are quite fully analyzed in modern linguistic literature. When describing normative appeals, linguists pay the main attention to the study of functions, semantics, communicative and pragmatic features of the addressed forms. Normative appeals, being a means of establishing contact, maintaining attention during long-term communication, correspond to the addressee's ideas about himself, his social status and the situation of communication. We are interested in them as linguistic means that create pragmatically adequate situations of communication.

Normative appeals are represented by the following version of the “communicative cooperation” model: Speaker₀→Appeal₀→Addressee₀. The addressee’s requirements are satisfied. The communicative attitude of the speaker and the addressee are the same. There is a development of a normative communicative act. The means of explicating the adequacy of such appeals can only be the successful flow of a communicative act. Such appeals correspond to the norm, i.e., a neutral position in the language that is not specifically indicated, and if it is indicated, it occurs much less frequently than the position “good/bad”¹⁸. According to E.M. Wolf, the zone of “norm” in the structure of the rating scale is correlated with that part of the rating scale on which the stereotypical idea of a given object with the corresponding attribute is placed.¹⁹

Evidently, a communicative speech act can be represented as consisting of several stages, which are conditionally defined as follows:

1. The beginning of communication, reflecting the desire to join the communication, and the choice of the Addressee.

2. Responding evidence of the Addressee about readiness to receive speech information.

3. Communicative information of the Addresser.

4. Communicative information of the Addressee.

5. Control of speech communication and its actualization by interlocutors.

6. The end of communication²⁰.

Normative appeals, determined by the commonality of functional semantics and communicative purpose in the organization of interpersonal communication, are projected onto different stages of a communicative act. At the first stage of the communicative act, normative appeals clearly explicate the beginning of communication. The example of the illustrative material is: “*The father was very happy when he saw Chechek: – Eh, my daughter has arrived! ... And the son has arrived? ... Hello, hello, **daughter!***” (L. Voronkova. Altai story). The etiquette word *hello* and the appeal to the daughter reflect the beginning

¹⁸ Вольф Е. М. Функциональная семантика оценки. Москва : Наука, 1985. С. 49.

¹⁹ Ibid. P. 54.

²⁰ Колесникова Л. В. Синтаксические средства коммуникативной настройки в структуре диалога. *Коммуникативные единицы синтаксиса* : уч. пос. Коломна : Колом. гос. пед. ин-т, 1992. С. 92–93.

of communication and set it up for the perception of the following information. The beginning of communication and the desire to join it on the part of the speaker can be carried out with the help of appeal by name, which most often sets the addressee to perceive information from the point of view desired by the speaker: "*Kostia wanted to rush, grab Yazhnai, hug, dance. But, always restrained in expressing his feelings, Kostia approached him with an even step and held out his hand: Hey, **Yazhnai!** Yazhnai ran off the porch and shook his hand warmly: How do you do, **Konstantin!** And for several seconds they silently looked at each other with happy eyes*" (L. Voronkova. Altai story). The situation reflects the beginning of a conversation between friends Konstantin and Yazhnai. The colloquial form of the etiquette word *hey* and the outwardly official address *How do you do, Konstantin* testify to the cooperative nature of the flow of discourse, as well as the desire of adolescents to imitate adults.

At the second stage of communication, appeals indicate the establishment of contact and the perception of information. For example: "*Be patient, **grandfather**, as soon as I rake it here, I'll come right away,*" Okrugin said, calming himself rather.

– *Don't worry, **Alexeika!** Makar Ivanovich answered cheerfully.*
– *You save your business, and I'll wait for you anyway. What else should I do?* (E. Dorosh. Royal lily)

A special place at the second stage of communication is occupied by responses to the Speaker's greeting, etiquette words and interrogative remarks: "*Having climbed the stairs, he passed a small corridor covered with a thick carpet runner, and slightly opened the heavy carved doors:*
– *May I, Vera Nikolaevna? – **Semion Mitrofanovich?** Hello **dear!***" (B. Vasiliev. The very last day).

The third and fourth stages of the communicative act, conditionally defined as communicative information for the addressee and addresser, are carried out most often with the help of various kinds of replicas. Normative appeals to control speech communication and its actualization are used relatively often (stage V). The actualization of communication is carried out with the help of normative appeals that support the attention of the addressee, as well as with the help of verbal imperatives of the second person singular and plural with the meaning of attracting attention such as listen, notice, let, etc.: "*You see, **my dear,***" he said to the director, climbing heavily with him onto the steps of the station, "*you need to be able to communicate with these people* (A. Kuprin.

Molokh); **My dear man**. ... Here, **listen**, it is written here **Listen**, ask him to take me with him – hastily and “(Y. German. My dear man).

Control over the course of a communicative situation is carried out with the help of an introductory word, *you see*, in the meaning of which the interaction of the subjunctive mood and the incentive occurs. The example demonstrates the closest connection of language means (appeal and verb) in the actualization of appeal.

The meaning of the completion of communication (stage VI) is most regularly conveyed by speech etiquette forms with appeals. We consider some examples: *“In two days,” the father replied. “Tomorrow, we are going and taking tickets. Goodbye what happened. – Goodbye, what happened? Goodbye, **Temka**, goodbye, **house and grandmother**, goodbye, **school, hockey rink in the yard in winter, tank helmet?** And a whole year of life, too, goodbye”* (A. Likhanov. Pure stones); *“Seeing those sitting at coffee, he raised his hat, welcoming them, and then turned to Vasily Vasilyevich and Mura. “Goodbye, **young people**,” he said gallantly and walked to the door”* (T. Ustinova. The Ghost of Kant). In the first example, the non-segmented sentence *“Goodbye to what happened”*, accompanied in repetition with appeals to everything that was dear to a teenager, conveys the meaning of the end of communication and reveals additional information about the participants in verbal communication; in the second example, the etiquette *“Goodbye, young people”* completes the communicative situation.

Thus, when we talk about the pragmatic adequacy of the appeals of the first group, we mean the signs of a stereotype and their position on the rating scale. The pragmatic adequacy of “normative” appeals is reflected in the successful development of the communicative act, and we distinguish them as adequate and effective precisely on this basis. Normativity of the typed appeals, according to our observations, is conditional. In the structure of a communicative act, it does not depend on the language and not even on the degree of typification of the situation (official/informal), but on the preferences and claims of the Speech Addressee. Therefore, normative appeals can potentially be a means of creating an adequate and effective communication situation.

§ 2.2. Language Personality and Accented Appeals

The language personality can be represented in the model of communicative cooperation, while the means of explicating the adequacy of the situation and the effectiveness of the appeal

is the accentuated positive reaction of the Addressee. The scheme is Speaker₊→Appeal₊→ Addressee₊ or Speaker₀→Appeal₀→Addressee₊.

The speaker sends an appeal to the addressee that satisfies the requirements of adequate communication. The pragmatic feature of the accented addresses is that they emphasize the positive in addressing the addressee, appeal to the Addressee of the speech, firstly, as a bearer of knowledge about the laws of human behaviour and the psyche, aesthetic and ethical norms, and, secondly, as a bearer of ideas about the aesthetic value of the word. Let us imagine the following situations:

“Veronica! – she shouted in a ringing voice and, turning around, put her wet hand to her eyes, on which the sun played, – listen, Veronica! Let’s swim.

The sister stopped. “Veronica” – that’s what first came to her joyfully startled consciousness (R. Kireev. And then we will part with him).

The strengthening of the illocutionary force of the utterance with the prepositive address *Veronica* is achieved due to the background knowledge of the Addressee (*Veronica*) and the Speaker (*sister*) and creates the desired perlocutionary effect: The Addressee is glad to hear her name, since the girl in the family is called differently: *“Valentina Potapovna was annoyed out loud! “Well, what are you, Vera! – it was intermediate variant between the angry one “Varvara” and the affectionately cheerful one “Veronica”. “You have to think!” (R. Kireev. And then we will part with him). The name Veronica in the position of appeal creates a pragmatically adequate situation of communication, since the addressee “reads” a positive attitude towards himself in it, in contrast to the negatively emotionally connoted names Vera (annoyance), Varvara (anger).*

The next example is *“Polina was silent, and Alexei felt her tension.*

“Poliushka, don’t worry, I beg you,” Okrugin said and was surprised that he called her that for the first time.

“My grandmother used to call me Poliushka meaning a field,” she answered quietly. – Parents called Polina, sister – Polka (E. Dorosh. Royal lily).

The choice of the name *Poliushka* from a number of possible ones is pleasant and evokes an emotional response from the addressee, recorded in the response: *“My grandmother called me that ...”.*

For the Speaker, a pragmatically adequate appeal can become an effective means of influencing the addressee of speech, even a possible means of manipulating the consciousness and psyche of the addressee,

subject to the skillful use of the laws of speech influence and “ownership of the methods of their implementation”.²¹ According to our observations, the accentuated appeals with positive marks in artistic discourse are represented by a variety of linguistic material. Let us present the most typical ways of accentuation: choosing the form of a name from the category of possible ones, choosing along the line first / last name – first name / patronymic, moving from one name to another, name qualification, repetitions, variations in the choice of nomination-appeal, highlighting the most important pragmatic sense for the Addressee in nomination-appeals:

*“**Chechek**,” the mother said affectionately. – And what is the Russian for this name? Eh?... Well, **Chechek**, say “...”. “Chechek” means “flower,” the girl answered quietly. – What a good name! mother said. Flower! (L. Voronkova. Altai story). The next situation is: “**Kenskin**, were you afraid too? Yes, **Chechek**. Only ‘not afraid’, but worried. Chechek smiled imperceptibly. Here Kostia called her Chechek, as a real person. And before everything was ‘chipmunk’ and ‘chipmunk’ (L. Voronkova. Altai story).*

The choice of a highly positively evaluated appeal by name (reaction: *imperceptibly smiled, called like a real person*) for the designation of the addressee is due to the fact that the speaker seeks to establish closer verbal contact with him/her.

The next example is: *“Baba Masha called. She has been found anyway! – **Alekseyka**, is it you who phoned me? she spoke, and Okrugin nearly died of happiness. No one called him Alekseika for ages. The child’s name caressed his ear and made him feel close and dear to someone again”. The recipient’s reaction is clearly recorded not only in the author’s commentary: “almost died of happiness”; “No one called him Alekseika for ages. The child’s name caressed his ear and made him feel close and dear to someone again”, but also in the response remark-comments: – Where have you gone, **Baba Masha?! – Okrugin shouted happily smiling” (E. Dorosh. Royal lily).***

²¹ Федорова Л. А. Типология речевого воздействия и его место в структуре общения. *Вопросы языкознания*. 1991. № 6. С. 46–50 ; Хазагеров Г. Г. Проблемы языковой нормы в свете понятий «красивого», «возвышенного» и «эффективного» (к типологии нормы). *Язык в прагматингвистическом аспекте: экспрессивная стилистика, риторика: межвуз : сб. науч. трудов*. Ростов н/Д., 2003. С. 55–64.

The pragmatic significance of such formulas of appeal for a language personality is convincingly substantiated in the psychological literature: "Remember that a person's name is the sweetest and most important sound for him/her in any language"²². B.Y. Khigir²³ is sure that there are many keys to a person in the name. Someone calls the name, and you immediately determine the hidden features and sides of his character. In the following situation: "*Hi! Hey! – he spread smiles right and left when he came to the editorial office. – Oh, **Mitenka!** Hello, **Mitia**, hello! It was for all his good qualities that they affectionately called him "Mitenka"* (S. Voronin. Belated call), a diminutive name, which occupies the position of appeal, is determined by the addressee's behaviour in society (*he spread smiles*), his good qualities, is associated with emotional and evaluative speech influence, since it performs one of the communicative functions of appeal and at the same time, serves as a means of determining the relationship of communicants.

For a modern language personality, such appeals as *my beautiful, darling, dear*, have long lost their primary lexical meaning, due to their transformation into specialized etiquette words; however, they can also create pragmatically adequate situations of communication. For example: "*Listen, **my dear**, you will get better, everything will be fine*". "*You said 'my dear'. Am I really dear to you?* – he seemed to understand only the first phrase (S. Moshcheva. Mother Lilia).

The situation reflects a surge of positive emotions of the Listener, which are caused by the appeal '*my dear*', which obscured the meaning of the main part of the statement in his perception. In the substantive *dear* and the pronoun *my* with transformed possessive semantics, the main meaning "flickers", which allows the Addressee in the response to evaluate the significance of the words he heard.

The speech manner of a language personality, the style of his/her behaviour are the result of many factors: social, psychological, biological, which internally and externally determine speech behaviour in communication. Accented appeals often reflect the behaviour style and manner of the Addressee and create pragmatically adequate situations of communication. A positive evaluative effect of such appeals

²² Киселева Л. А. Вопросы теории речевого воздействия. Ленинград, 1978. С. 107.

²³ Хигир Б. Ю. Как назвать ребенка. Москва : Монте-Кристо, 1996. С. 7.

is possible with a certain social and role status of the Addressee and depends on the communicative competence of the Speaker.

Accented appeals that characterize the style, manner of communication of communicants are determined by a number of extralinguistic factors:

- a) appear in the “dialogical event” of artistic communication;
- b) reflect the positive interaction of communicants;
- c) are associated with the register of communication (official, unofficial, friendly, familiar);
- d) are the property of the cooperative strategy of an individual.

The ability to choose the most appropriate communication style for each communication situation, psychological flexibility is one of the conditions for creating a pragmatically adequate communication situation. As the material shows, lexemes in the composition of such appeals can acquire, due to presuppositions, an additional subjective-evaluative component (positive assessment).

Relevant role relationship for the choice of adequate appeals is the one that connect communicants, the degree of acquaintance, the tone of communication, the environment in which communication takes place, and communicative attitudes. The use of socio-regulatory appeals for the purpose of a positive psychological impact on the Addressee is stipulated by the stereotype of the social situation, which makes it possible to consciously model it. Moreover, the principle of deference, respect, which has a universal value, is also implemented in specific social and regulatory appeals.

Artistic discourse represents the realization of a language personality with the help of accentuated appeals in various vocative situations, while, as we have established, the most vivid positive emotions are evoked by proper names, kinship terms, evaluative names, names by age, gender, appeals that characterize the style, manner of communication, social-role relations.

§ 2.3. Language Personality and Complimentary Appeals

The language personality, using complimentary appeals, joins the processes of social communication that occurs at different levels of interaction, with different social effects, mostly positive, considering different configuration of the communicative space. Complimentary appeals serve the general strategic goals of solidarization and etiquettization of communication and can represent the following

version of the communicative cooperation model: the speaker sends an appeal with an increased positive charge; the listener's reaction is positive, which is reflected in the development of communication (conditionally in the scheme₊₊).

Scheme: Speaker₊₊→Appeal₊₊→Addressee₊₊

Complementary appeals implement the etiquette function and, like all etiquette statements, obey the general rule formulated by G.G. Pocheptsov: ... the maximum "raising" of the image of one's interlocutor. If the interlocutor is feeling bad, it is necessary to support him; if he/she is good, it is necessary to strengthen this positivity²⁴. The scientist defines the etiquettization of communication as a discrepancy between communicative and denotative truth. The speaker chooses, naturally, the communicative truth, as more pleasant for the interlocutor^{25/26}. For example: *"Grandma nods her head, wants to smile, but for some reason she cries, approaches Nicodim, reaches out to him – he leans in, kisses her. "Hello, **sonny-in-law**," she says, hello, **golden one!** Mom turns away, squishes her nose, lights up, laughs ..."* (A. Likhanov. Deception); *"Why are you yelling, catechumen? Hello, **Alexeyushka, my clear falcon!** Here we meet! Masha's grandmother's face on the screen wrinkled: – Granny, what are you doing? Don't you dare cry!"* (E. Dorosh. Royal lily). We should note that the appeals of *sonny-in-law*, *golden*, a form of the name *Alekseyushka*, in combination with the qualifier of a positive assessment, *my clear falcon*, reflect the village manner of communication, enhance the expression of positive emotions of the speaker.

A sincere compliment evokes a feeling of satisfaction and emotional warmth in a person. A complimentary appeal is an expression that contains an emotional charge of approval, flattery or praise. Like a compliment, appropriate complimentary appeals stimulate the emergence of the desired positive effect, turning into a driving force, into a motive for future actions that determine the behaviour of the individual. Situations with complimentary appeals can be attributed to situations with a social seme of communicative behaviour, which is

²⁴ Почепцов Г. Г. Слушатель и его роль в актах речевого общения. *Языковое общение и его единицы* : межвуз. сб. научных трудов. Калинин : Калинин. гос. ун-т. 1987. С. 33.

²⁵ Ibid. P. 32–33.

²⁶ Германова Н. Н. Коммуникативная стратегия комплимента и проблемы типологии речевых этикетов. *Язык и модель мира* : сб. научных трудов. Вып. 416. М., 1993. С. 27–39.

characteristic of statements of speech etiquette. According to our observations, complimentary appeals, meeting the requirements of the Addressee, create pragmatically adequate communication situations and implement various psychological attitudes of the Speaker.

The material presented below is a classic example of how an appeal achieves great pragmatic effect. Contexts, including appeals, determine the further course of communication in favour of the Addresser:

A) "**Liusenka**, why don't you eat? Ivan asked. **Liusenka**. Tolik never called her that. *Luska, Lusiakha, Luciena*. If he was already in a tender mood, said Milochka. **Luska positively liked** the way the stranger called her" (T. Bocharova. Uninvited guest); 'I'm listening! – Hello, **sunshine!** It's me! Ivan's voice said in her ear. – Bought a phone! I borrowed money from a friend and bought it. "**There was so much warmth and tenderness in the tone of his voice that it seemed to Luska that she would now melt like a Snow Maiden under the rays of the sun**" (T. Bocharova. Uninvited guest). A positive reaction to the forms of appeals to the character, recorded in the author's commentary ("*Liuska positively liked it*"; "*she will now melt like a Snow Maiden under the rays of the sun*"; and further in the text: "*I wish I could listen to this 'Liusenka' from morning to evening!*", "*At the word 'Liusenka', she completely melted*") is evidence of the high pragmatic power of the appeal.

B) "*But, when he came to work the next morning, he went to the table of Liubava Zaleskaya and, bending down, touched her shoulder approvingly: – Liubava! You are the head!* Got to the point. Zaleskaya did not answer, but blushed all over from his praise, and her eyes lit up with an inner radiance, which gave her already sweet face a special attraction and spirituality.

"*Just like the Madonna of Raphael,*" involuntarily flashed through the thoughts of Slavin, a great connoisseur of the paintings of this great master" (N. Antonova. Autumn of coffee colours). A positive reaction to the compliment-praise and the successful form of the name in the appeal to the character, is recorded in the author's comment "*Zaleskaya did not answer anything, but all blushed from his praise, and her eyes lit up with inner radiance*", and also noted by the improperly direct speech of the second participant in the communication.

Even a formal appeal, combined with a compliment, can change the nature of the communicants' relationship. So, e.g., in a situation of communication between a nurse and a strict head of the department, a light compliment sets the character on a positive note: "*You look great*

today, **Komarova**. Hearing a **compliment** from the lips of the head of the department was an unspeakable rarity" (T. Bocharova. Uninvited guest).

Appeals by name and patronymic, by name, in combination with an expression of flattery or a compliment, often determine the course of further verbal communication of communicants. So, in a situation of communication between the new head of the company and the subordinate, the role of a pragmatic "master key" is obviously assigned to appeals:

*"How do you do, **Lukerya Lukyanovna**," he self-confidently sits down next to me and holds out his hand to me. I shake, although it is fundamentally ridiculous.*

*"You look great in the chair of the general director," and rough flattery that makes your teeth ache. (E. Dibrivskaya. The husband whom I forgot); "Thank you, **Lukerya**," Avdotyev says to me in parting, "it's a pleasure to do business with you. Now **you** are **the main decoration of our office**" (E. Dibrivskaya. The husband I forgot).*

Thus, a language personality uses complimentary appeals with a deliberate intention to praise, flatter, please, while the maxim of sincerity may be violated in favour of communicative truth. Complimentary appeals are designed to evoke feelings of satisfaction and emotional recognition in the Addressee; they are an effective means of creating a pragmatically adequate communication situation. The evolution of complimentary appeals, from a means of flattery to an expression of goodwill, tenderness, is an important stage in the renewal of human relationships, ethical values in modern society.

§ 2.4. Language Personality and Potentially Adequate Appeals

We include potentially adequate appeals in the fourth group. Their adequacy is determined by the absence of a negative / positive reaction of the Addressee to the appeal. These appeals reflect the preferences of the language personality that creates the communicative situation, but at the same time negatively "does not hurt" the Addressee, i.e., "there is no violation of the systems of implicative connections habitual for speakers". The considered illustrative material makes it possible to present such communicative situations, in which the position of the Addressee is expressed neither in the explicit, nor in the implicit form due to the fundamental impossibility: appeals to unborn or small children, animals, natural phenomena, artifacts, etc. The role of the qualifier in determining the adequacy of such situations of appeal is

played by the pronounced position of the Speaker, his/her intentions, the linguistic semantics of filling the form of appeal. Theoretically, the position of the Speaker can be + or -, but in our materials only situations with a positive direction, i.e., pragmatically appropriate, are formed in this way. Due to the fact that the basis for their selection is not the position of the Addressee (direct – addressable or unaddressed – the author’s comment), but the position of the Speaker, we called them potentially adequate.

Potentially, the manifestation of pragmatic adequacy is possible in appeals to children. In such situations, the Speaker can fully realize himself/herself, expressing affection, kindness, appeasing and bringing the little creature closer to him/her, not always taking into account the reaction of the child. E.g.:

“With trembling hands, she takes the hiccuping and crying lump and presses it to her. They are still connected to each other by a pulsating umbilical cord.

*“Hello, **sonny**,” Lukovka coos. – **How beautiful you are! Wonderful baby!**” (E. Dibrivskaya. The husband whom I forgot);*

*“Five months already,” Maria figured, “soon to give birth, and you, **my beloved child**, will have a chance to come into the world not in a hospital, not in a maternity hospital, but in a conflagration, in a dark cellar V. Zakrutkin. Human mother).*

It is argued that even before birth, a child hears the mother’s voice and reacts positively to communication, therefore, appeals, influencing his/her psyche, have a bright pragmatic orientation. The potential adequacy of appeals to children is manifested in the fact that adults mainly express themselves: their own positive feelings and emotional preferences, while the position of the newborn is not expressed and cannot be physically expressed.

The set of pragmatic properties of appeals addressed to animals and inanimate objects of natural origin is specific. The implementation of these properties depends on a number of psychological and social factors and is decided differently in connection with the communicative intention of the Speaker. Tracing the use of appeals to animals, inanimate objects, artifacts, we find that the creation of adequacy in such a situation of “one-sided” communication is largely determined by the position of the Addresser. In communication, there are situations when an appeal is addressed to an animal. E.g., *“Under the canopy on the porch, a large fluffy black cat sat and looked at the arriving Shura with*

*huge yellow eyes, in which sadness lurked. – What, **cat**, hung your nose? Shura **greeted** him **kindly**. The cat snorted contemptuously and disappeared into the house. All right, – Napoleonov said condescendingly and for some reason fixed his eyes on the cat, – I appreciate your delicacy. The cat probably regarded Shura's words as a **compliment addressed specifically to him**, because he purred loudly” (N. Antonova. Autumn of coffee colour).*

We believe that the appeal addressed to the cat implies that the animal perceives a positive attitude at the level of intonation. Affectionate words addressed to a proud animal indicate a benevolent attitude on the part of the speaker. In this example, the cat is considered by the speakers as a thinking being, another “I”, therefore in the author’s commentary we find the qualifiers of the replicas “*kindly welcomed, condescendingly spoke*”. We should mention the author’s description of the animal’s reaction “*The cat ... regarded Shura's words as a compliment addressed specifically to him*”, emphasizing the perception of the cat as an interlocutor.

As G. Grice writes, implicature “is not generated by what is said, but by the utterance itself, or by the way it is said (putting it in that way)”²⁷. We should mention that the author’s comment explicitly expresses the speaker’s positive assessment of the chosen appeal. Due to the fact that the Addressee’s negative reaction is not presented, we have classified such situations as potentially adequate. Thus, we can say that in situations of potential adequacy, not only the Speaker’s preferences in choosing a name are important, but also the very manner of behaviour, speech delivery, which are evaluated in the author’s commentary.

Conclusions

Thus, we have studied the language personality in the communicative situation of appeal. The studied artistic discourse allows us to present a typology of appeals, with the help of which a language personality creates pragmatically effective and adequate communicative situations. Pragmatically adequate appeals belong to the class of appeals with a positive pragmatic charge. The main condition for highlighting pragmatically adequate appeals is the correspondence of the Addressee’s reaction to the Speaker’s communicative attitude. The appeals that evoke a positive emotional and evaluative response

²⁷ Грайс Г. П. Логика и речевое общение. *Новое в зарубежной лингвистике*. Вып. XVI : *Лингвистическая прагматика*. Москва, 1985. Вып. XVI. С. 237.

from the Addressee of the speech, recorded in the act of artistic communication, are considered as pragmatically adequate and effective. We find the confirmation of the adequacy and effectiveness of these appeals in the author's evaluative comments of the literary text and in the response remarks of the Addressee. Those relationships that bind communicants and the environment of communication, prove relevant for the choice of appeals creating pragmatically adequate situations. The main conditions for modelling pragmatic adequacy in a vocative situation were identified: compliance with linguistic and communicative correctness at the time of appeal; satisfaction of the requirements and ideas of the Addressee; observance of "communicative truth" by the Speaker; observance of certain conditions of communication by the Speaker. However, it has also been established that the decisive factor for the successful implementation of the communicative act of appeal may be not so much the adequate amount of background knowledge of the communicants, the correspondence of the appeal to the communicative norm and communicative truth, but the desire of the Addressee and the Speaker to join the interaction and continue it. The positive reaction of the Addressee, which can be both explicit and implicit in artistic communication, determines the normative development of the situation. A significant predominance of normative appeals among other types, namely, accentuated, complimentary and potentially adequate, was revealed. Therefore, there is reason to assert that normative appeals have a significant pragmatic potential in the implementation of the communicative interaction between the Speaker and the Addressee.

Summary

The article presented a language personality in a communicative situation of appeal. Traditionally, a language personality uses appeals as a means of expressing a communicative intention: to establish contact, maintain or break contact with the addressee. We have studied the appeals from the position of the recipient of the speech. The speech impact produced by the appeal is defined as the achievement of a certain result, as the effect of addressing, i.e., we focus, first of all, on the received response to the appeal. On the basis of the studied artistic discourse, a typology of appeals was developed, with the help of which a language personality creates pragmatically effective and adequate communicative situations. Normative, accentuated, complimentary and potentially adequate appeals have been described. We have established that the verbal reaction

to normative appeals is much less common than the reaction to other types of appeals. In the future, the language personality and its role in creating pragmatically inadequate appeals will be described.

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1.2. E. VODOLAZKIN'S LANGUAGE PERSONALITY: ELEMENTS OF THE ARCHAIC DISCOURSE

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Introduction

A writer's language personality reflects his world perception. At the same time this personality is inseparably linked with the discourse space in which the writer exists. E. Vodolazkin's language personality is based on the continuous language game. The specific character of the language personality reflects Evgeniy Germanovich's profession: he is PhD in Philology (Doctor of Philology), a well-known specialist in the Old Russian Literature. In other words, he is the person which knows from inside how "to build" a text, the person who has both language and linguistic knowledge. In his fiction texts he "juggles" slang, terms, nomenclature words, archaic words, vulgarisms, colloquial words, jargonisms, obscene words. For example, in the novel "Brisbane" the author wants to show the most important period in the main personage's life, that's why he deliberately uses Ukrainian words in the text. Thus, he creates the Ukrainian language discourse space of the 70s-80s Kyiv of the previous century. It is in this discourse that E. Vodolazkin's language personality was formed. He is a philological department graduate of T. Shevchenko Kyiv State University (Today the young people of Kyiv call T. Shevchenko "Sheva"). All the writer's expressive means and stylistic devices are subordinated to the only task – to reveal his own language personality through his personage's world picture.

Evgeniy Vodolazkin's creative activity is now a large part of the Modern Russian literature. According to the author himself,

he came to the literature of postmodernism from the Medieval literature, unlike many other contemporary writers. It is conditioned by the sphere of his interests as a scholar. E. Vodolazkin was one of D.S. Likhachev's favourite students. Today he is the most well-known investigator of the Old Russian literature, and a specialist in the literature of the Middle Ages. The novel "Lavr" presents a kind of "patchwork". It is formed from separate fragments and parts, united by the mutual character of the main personage

Arseniy – Ruchnik – Ustin – Lavr, which is common to all the parts. The language of the novel is light, flexible and lively. The influence of modern and medieval discourse is felt in every part of the novel.

It is customary to oppose a language personality of a personage to a language personality of a writer. But such kind of opposing can be true only at first sight. In reality the personage's speech is determined by the author's language personality, and the author is supposed to possess not only language but also linguistic knowledge. It can be explained by the fact that first of all the author should have knowledge of the language means, and only then he is able to select and use them.

We understand linguistic knowledge as a special "scientific" filter through which the selection of lexical units is carried out according to the shades of meaning which cannot be understood by a non-philologist. This kind of "linguistic" knowledge can be seen in the usage of the Old Russian lexical units and even whole abstracts in the Old Russian. When the author tells about the novel creation, he insists that at the beginning he didn't want to use the archaic elements, and tried to avoid using them. He feared that his novel would be understood as a stylized historical novel, that's why he gave subtitle to his work – "non-historical novel". We dare suppose that the linguistic knowledge of the author's language personality influenced the appearance of the archaic lexical units in the novel.

The aim of this research paper is to determine the ways of the author's language and linguistic knowledge in the fiction text of the novel "Lavr", which is realized through the usage of the archaic lexical units of the Old Russian discourse.

Our goal is to examine the discourse structure, the genre of the novel its lexical units. We understand "archaic lexical units" as all the historic words and archaic words used in the novel "Lavr".

§ 1. Neutral lexical units used “to make a bridge” between the reader and the writer

The author makes use of the Old Russian language while describing everyday life situations to reveal their humorous and sometimes ridiculous aspects. Many archaic lexical units are used to show the peculiar inner state of main personages. For example, in the story about old man Afanasiy, about medical treatment, and in the dialogues with God. Special attention can be drawn to the abstracts written in the Old Russian language, which are the natural continuation of the phrases written in the Modern Russian language. Only when the author uses archaic phytonyms, he writes them in italics, paying attention to the significance of these archaic lexical units in the novel discourse space.

E.Vodolazkin's language personality investigation proves that the writer's mastership is inseparably connected with his education and depends not only on his language skills, but also on the variety of his language world picture and language world picture of his readers.

From the point of view of their origin, the majority of the archaic words are of Russian origin. Borrowings from non-Slavic vocabularies are quite rare in the novel. They are the words borrowed from the Greek language (*адамант, кафизма, китоврас, палаты, стадий, терпентин, трапеза, харадр*), from Latin (*тривиум, квадривиум*), from Italian (*дукат*), from the Arab language (*мамлюк*), from Persian (*сурьма*). Among the seldom used and old-aged lexical units we can come across some homonyms: they can be simultaneously pronouns and nouns, conjunctions and particles, nouns and adverbs or conjunctions and adverbs. Complete lexical homonyms are the following lexical units: *kukol* (medical herb) and *kukol* (monastic hat). Polysemantic lexical units are: *верста, идеже, отходный, пребывать, пребывание, се, твердь, чад, чрево, яко (conjunction)*. A number of lexical units are used in the structure of set-phrases: *изыти из жизни сея, отходить света сего, осенять крестным знаменем, князь мира сего, отворотить лицо, предержать власть, преткнуть ногу*.

The nouns, selected and described in this section, belong to the text of the story in general; they are not used to characterize any of the personages. Conventionally we can call them neutral. By means of such nouns the author transfers his readers into the discourse of the medieval man. These nouns give information about nationality, profession, social status, age. As a rule, these elements are used simultaneously with modern vocabulary, breaking in this way the barrier between the reader and the narration.

§ 1.1. The nationality: the Gauls

It is the old-fashioned name of the French. "From the climatic peculiarities of the land, he concluded for certain that the Romans were gloomy, the Greeks were changeable, the Africans were insidious, the Gauls were ferocious, and the English and the Teutons were strong in body"¹. The Teutons is a historic word which means "common name for the Old Germanic tribes". But evidently in this case the author means not a tribe of the Teutons, he means the Germans.

§ 1.2. The profession. Kalachnik

"Yurodivyy Karp's morning used to begin this way. He stood with folded arms by the kalachnik Samson's house"¹. **Korchmar** (Inn-keeper). "One of them wants to hit Arseniy straight in face, but the inn-keeper forbids him to do it"². **Mamlyuk**: E. Vodolazkin uses this lexical unit in the meaning "gangster": Arseniy looked at the main mamlyuk, and was terrified"³. **Pisets** (A scribe). "There was shortage of scribes in the convent, and the Father-Superior of the monastery moved Amvosiy from the kitchen to the book-writing cell"⁴. **Tiun**. Tiuns were the officials serving to princes, boyars, bishops. "Tiun Eremey with his bad teeth, priest's wife Seraphima with her shaking head, a petty bourgeois Mikhalko with his rotting wound on the hip and some other people which had heard about magic help from a person from Pskov, visited Arseniy"⁵. **Tolmach** (An interpreter). "Usually caravan goes slowly, said Ambrodgo to the Arabs through the interpreter"⁶. "Ambrodgo snatched the icon-lamp out of the mamlyuk's hand and said something to the interpreter... The interpreter translated watching the play of rays on the stones"⁷. **Tsyatskiy**. "To the farewell party with Lavr black and white clergy arrived, Cyril monastery's brothers, princes of large and small principalities, boyars, tsyatskiye"⁸.

¹ Водолазкин Е. Лавр. Москва : АСТ, 2013. С. 298.

² Ibid. P. 208.

³ Ibid. P. 349.

⁴ Ibid. P. 389.

⁵ Ibid. P. 268.

⁶ Ibid. P. 344.

⁷ Ibid. P. 359

⁸ Ibid. P. 438.

§ 1.3. Social status

Berdomnick (A homeless man, a wanderer). This meaning is realized in the novel: "Bless you, a stranger and a wanderer"⁹. Here the author uses the vocative case, which is lost now in the Russian language. **A boyar, a boyarynya**. "One day people from Moscow, from boyar Phrol came to the monastery. The boyar Phrol had been married to his wife Agafya for fifteen years, but they had no children. And though they visited many monasteries and invited the most skillful doctors boyarynya Agafya's womb didn't open"¹⁰. **Voyevoda** (A voivode, a governor of a province in ancient Russia). "Arseniy and Ambrodgo had a letter from Pskov official Gavriil which he had sent to Kyiv voyevoda Sergiy"¹¹. **Knyaz, Knyaginya** (Prince, princess). "It was the prince Mikhail. I heard that you are an artful doctor, said the prince"¹². "The princess nodded slightly to Arseniy"¹³. **Meshchanin** (An inhabitant). In the 17th century the interpretation of this lexical unit differed greatly with its today's definition. In the 17th century it was an inhabitant of a settlement, which belonged to the city estate of petty handicraftsmen and tradesmen. "Tiun Eremey with his bad teeth, Priest's wife Seraphima with her shaking head, a meshchanin Mikhalko with his rotting wound on the hip and some other people, which had heard about the magic help from the Pskov person, visited Arseniy"¹⁴. **Posadnik, posadnitsa**. In Novgorod and Pskov they were representatives of higher state power elected to this post by the popular vetcha (popular assembly in ancient Russia). "Everybody put one of the six stones to the bottom of the hollow and pressed it with pins as posadnik Gavriil showed him"¹⁵. "They say that the posadnitsa herself could come to him to the cemetery, but it is to the cemetery that she didn't want to go"¹⁶. **Slobodskiye**. In olden times sloboda/slobodka was a settlement not far from a city or town, and slobodskiye were the inhabitants of such a settlement. The novel scene was laid in the Rukina slobodka. The adjective slobodskoy is formed from the noun slobodka. The adjective slobodskoy is used in the novel in the substantivized form:

⁹ Водолазкин Е. Лавр. Москва : АСТ, 2013. С. 196.

¹⁰ Ibid. P. 395.

¹¹ Ibid. P. 264.

¹² Ibid. P. 125.

¹³ Ibid. P. 126.

¹⁴ Ibid. P. 268.

¹⁵ Ibid. P. 345.

¹⁶ Ibid. P. 207.

“Slobodskiye know that he asks for help”¹⁷. “Slobodskiye are excited”¹⁸, etc. The author uses this word in combination with a noun. “They were slobodskiye people, who used to come for some treatment to him many times”¹⁹; “he remembered... the slobodskiye men’s low conversations”²⁰. **Sotnik**. Sotnik is a manager of some definite territories, which included a hundred and even more peasant households. “Mother Superior looks at the sotnik without fear but with sorrow”²¹.

§ 1.4. Age status: **Otrok, otrokovitsa**

They are teenagers. Otrokovitsa Anastasia is an important personage of the novel “Lavr”. “In the year of the great famine otrokovitsa Anastasia which lost her virginity, came to Lavr”²², and Lavr saved her from disgrace. Another important personage is an Italian person Ambrogo, which from childhood had a gift of prevision. “The dark-complexioned otrok saw different visions”²³. **Chado** (A child). “Who will pray for the chado?”²⁴; “Let him be the chado of my old age”²⁵, etc. The author used this word in the secondary meaning only once (“spiritual son”): “Taking into consideration his acquired name he was not afraid of the depths, but he didn’t recommend to spiritual chados (sons) leave the ground”²⁶.

§ 1.5. Separate nouns

Nestroeniye. It is a translation loan word from the Greek word in the meaning “disturbance, disorder”. “In the times of nestroeniy on the Holy Land her relics (the relics of Ephrosiniya Polotskaya) were moved from one place to another”²⁷. **Prebyvaniye**. In the Old Russian language this lexical unit was polysemantic. In the novel “Lavr” it functions only seven times in close but different meanings – life, existence. “The time came to breathe my last from this vain world into the eternal prebyvaniye (existence)”²⁸; “Separate prebyvaniye is destined ... to the living and

¹⁷ Водолазкин Е. Лавр. Москва : АСТ, 2013. С. 432.

¹⁸ Ibid. P. 437.

¹⁹ Ibid. P. 106.

²⁰ Ibid. P. 372.

²¹ Ibid. P. 216.

²² Ibid. P. 415.

²³ Ibid. P. 227.

²⁴ Ibid. P. 154.

²⁵ Ibid. P. 146.

²⁶ Ibid. P. 436.

²⁷ Ibid. P. 272.

²⁸ Ibid. P. 206.

to the dead”²⁹. The word is also used in the meaning of dwelling, abode. “During the fourth day of prebyvaniye in Kyiv...”³⁰. **Prinos**. One of the four meanings of this noun in the Old Russian language was the meaning of sacrifice, something which is brought as a gift, made as a sacrifice. “We remember that the soul is a single whole, the life and the time is one, and we don’t long to save the life by means of somebody else’s prinosy (expense)”³¹. **Skverna** (Mud). In the novel the word is used in its secondary meaning, which is connected with “the mud of the soul” (a sin, vice, ribaldry). “At dawn Arseniy read the last chapter: the dirty Chasuble cannot be washed and cleaned by anything but water, but skverna and excrements of a soul cannot be washed and cleaned by anything but tears”³². **Bran’**. This noun had more than six meanings in the Old Russian language. The main meaning was “struggle, fight”. In this meaning the lexical unit functions in the novel. “Some were covered by water, and the fight destroyed them, and the killers were killed and got into the fire”³³. **Glagnol**. It is a word, speech. “Now you let your slave go by your glagnol with piece”³⁴. **Chastorecheniye**. This lexical unit has quite clear inner form and is used in the meaning of frequent repetitions. “Sometimes only your name informs by chastorecheniye: Karp, Karp, Karp”³⁵.

§ 2. Lexical units presenting a man and his everyday life in the medieval space

The novel genre reflects the language personality of the Old Russian literature specialist. The author himself defines his novel as “non-historical”. The novel is formed according to the pattern of life: a sin, an expiation, holiness. We met with Lavr when he was born, and we parted with him when he died. Lavr’s life is typical for the life of the Russian saint. He was left without parents early in his life, and then he was left without his grandfather who was bringing him up. After Ustiniya’s death he was rejected by the society; he had been wandering and healing for a long time, then tried to commit suicide several times, and then was wandering again, experienced persecutions and, at last, he found himself in monastery. And only great love which filled him all his life, broke all the life stereotypes.

²⁹ Водолазкин Е. Лавр. Москва : АСТ, 2013. С. 65.

³⁰ Ibid. P. 271.

³¹ Ibid. P. 389.

³² Ibid. P. 99.

³³ Ibid. P. 107.

³⁴ Ibid. P. 321.

³⁵ Ibid. P. 178.

The author uses his knowledge of the medieval age quite skillfully. Lavr's love resembles Kseniya Petersburg's love, who outlived her husband, but didn't stop loving him. We define a separate group of archaic lexical units which include **nouns** presenting the main character – Arseniy-Lavr. Lexical and semantic subgroups of this group are connected with the narration about Lavr's life, his medical practice and selfless labour.

§ 2.1. Parts of man's body

Zhivot (Abdomen). The word is used in the meaning "life". "Here I'll mention the guard Vlasiy, which put his zhivot (gave his life) for his friend"³⁶. **Zrak** (Glance, look). "Climb the high mountain and direct your eyes on the valley. Aren't the flocks grazing there the ones that you have pictured to you zrak?"³⁷. **Ud**. In the Old Russian language this lexical unit had eight meanings, including the meaning of "the part of a man's body, penis", and exactly this meaning the word had in the novel: "Relax your ud (penis)"³⁸. If the author implies the meaning of "a man's penis", then he uses this lexical unit in combination with the adjectives "secret, shameful". "If the secret ud (penis) had no evident injures, Christophor used to ask about the problem in detail"³⁹. **Usta** (Mouth, lips). "He remembered Arseniy the Great's words: many times I regretted the words that my usta (mouth) had pronounced, but I have never regretted my silence"⁴⁰. **Ustne** (Mouth). The word has disappeared from the Russian language now, but it remained in the texts of the Sacred Book. Now its synonym "mouth" is used. In the novel the lexical unit is used in the poetical citation from the Song of Songs (4,3). "Your ustne (mouth) is as red as a rose"⁴¹. **Chrevo** (Maw). In the Old Russian language the lexical unit had six meanings. E. Vodolazkin in five cases out of six uses the word in the meaning "the maw of a pregnant woman". The use is connected with his medical experience. "Voyevoda's pregnant wife Photiniya used to come and complain of the restless child in her chrevo"⁴²; "And though they visited many monasteries and invited the most experienced doctors, boyarynya Agafya's chrevo (maw) didn't

³⁶ Водолазкин Е. Лавр. Москва : АСТ, 2013. С. 359.

³⁷ Ibid. P. 29.

³⁸ Ibid. P. 57.

³⁹ Ibid. P. 17.

⁴⁰ Ibid. P. 3.

⁴¹ Ibid. P. 157.

⁴² Ibid. P. 43.

open”⁴³. “They think that the Devil gave rise to the child in my chrevo (maw)”⁴⁴. And only once the word is used in the meaning “stomach”. “It caused the winds in the winds in the chrevo (in stomach)”⁴⁵.

§ 2.2. The things of everyday life

Adamant. It is the old name for diamond. The head of Novgorod Gavriil gives Ambrodgo and Arseniy six adamants to decorate the icon-lamp with them and to hang it in the Christ’s Grave Temple in the Holy Land in memory of his late daughter: “On arriving to the place of destination the adamants should be put into the places meant for them on each of the icon-lamp sides”⁴⁶. **Dukat** (An old coin). The head of Novgorod Gavriil gave Ambrodgo as well as Arseniy a purse tightly-stuffed with gold Hungarian dukats when they started to Jerusalem: “dukats were accepted on the whole territory from Pskov to Jerusalem, and pilgrims were glad to take them, starting on a trip”⁴⁷. **Odr.** It means bed, couch, bench: “A person living here has the ground as his odr”⁴⁸. **Pisalo.** It is a stick to write with: “On the inner side of the birch bark he scratched some letters with ivory pisalo”⁴⁹. **Polavochnik.** It’s a counterpane, a bed-spread to a bench or a stool. “The upper and the lower parts of the house were separated by counterpanes, to which soot fell. If the stove was used correctly (gave heat correctly), the smoke didn’t go down lower than counterpanes”⁵⁰. **Mzda.** It is a reward (from Jesus Christ): “I am waiting a reward only from Our Saviour, from Jesus Christ”⁵¹.

§ 2.3. Clothes

Zipun. “In the village Krasnaya he was given a zipun (home-spun coat) full of holes but very warm”⁵². **Kaftan.** It is an outdoor men’s clothes with long laps. “The city head Gavriil gave Arseniy and Ambrodgo two kaftans each. They sewed gold coins into the hem of their kaftans, and covered them with stripes of leather”⁵³.

⁴³ Водолазкин Е. Лавр. Москва : АСТ, 2013. С. 270.

⁴⁴ Ibid. P. 422.

⁴⁵ Ibid. P.44.

⁴⁶ Ibid. P. 250.

⁴⁷ Ibid. P. 248.

⁴⁸ Ibid. P. 181.

⁴⁹ Ibid. P. 40.

⁵⁰ Ibid. P. 32.

⁵¹ Ibid. P. 130.

⁵² Ibid. P. 174.

⁵³ Ibid. P. 248.

Ponyeva. It is a women's clothes, like a skirt. "She put on a diaper-cloth on a skirt round the waist and thighs. It looked like ponyeva"⁵⁴. **Riza** (Shasuble). Any clothes and any dress (not only priests' clothes or tsars' clothes, as the word is used in the Middle Russian). The word is widely used in the text of the novel. "A defiled riza can be washed off only by water"⁵⁵. "Take off your perishable cloth and put on the riza of impassivity"⁵⁶. "He is ashamed of begging for charity for the sake of his rizas"⁵⁷. "He saw two handsome young men in white rizas"⁵⁸.

§ 2.4. Food: Trapeza (Meal)

Trapeza (Meal). The word has a very wide usage. "When he was serving the fraternity, he usually ate not during the trapeza (during the meal), but after it in the kitchen"⁵⁹. "The priest's wife made a silent gesture inviting Arseniy to have a trapeza with them (a meal)"⁶⁰. "In an hour they were waited for to have an evening trapeza. No one from the three came down to the trapeza"⁶¹. **Brashno.** It is flour. "If we, father, don't reap the wheat, where will we get the brashno (flour) in winter? He only shrugged his shoulders"⁶².

§ 2.5. The place of living, habitation

Knyazhestvo (Principality). "Arseniy's great fame didn't vanish, it now resounded throughout the knyazhestvo"⁶³. "Now the people from the whole Belozersk knyazhestvo (principality) were coming to him, attracted by the news of the Doctor"⁶⁴. **Korchma** (Tavern). "And a merciful man, which had a roadside korchma (tavern), found him"⁶⁵. **Kremlin (krom), kremlin wall.** In old Russian towns the inner fortress was called kremlin. "He was going along the kremlin wall and was surprised by its might"⁶⁶. **Kushcha.** It is an old Russian word. In Modern

⁵⁴ Водолазкин Е. Лавр. Москва : АСТ, 2013. С. 69.

⁵⁵ Ibid. P. 103.

⁵⁶ Ibid. P. 185.

⁵⁷ Ibid. P. 198.

⁵⁸ Ibid. P. 387.

⁵⁹ Ibid. P. 377.

⁶⁰ Ibid. P. 204.

⁶¹ Ibid. P. 308.

⁶² Ibid. P. 26.

⁶³ Ibid. P. 138.

⁶⁴ Ibid. P. 146.

⁶⁵ Ibid. P. 39.

⁶⁶ Ibid. P. 175.

Russian it is used in its metaphorical meaning – the place of habitation. In the novel it is used in this meaning. “Having lived as a homeless man, this brother erected his kushchas (place of habitation) in the heaven”⁶⁷. **Obitalishche** (Dwelling). It is a house, an abode. “Doctor’s familiar and habitual dwelling was being preserved in this way”⁶⁸. **Ochelok**. In the Old Russian language this word was used for the furnace and for the aperture in the wall for the furnace opening. “He took them from the ocheloks (furnace) of special stove niche, where the coals were kept under the layer of ashes”⁶⁹. **Palaty**. “Palaty are large rich buildings with many rooms: Prince’s rooms in those times didn’t correspond to our present understanding of the notion of Palace. The palaty (rooms, houses) of Russian gentry were usually wooden. Unlike the houses of common people they were larger in size, higher and wider”⁷⁰. **Povarnya**. The word had a few meanings in the Old Russian language. In the novel the word is used in the meaning “kitchen”. “Many people used to serve in the povarnya, but not all of them served there willingly”⁷¹.

§ 2.6. Natural phenomena and objects of the environment

Pazhyt’ (Valleys). “Springs flow from the abyss though the pazhyt (valleys) and mountains”⁷². **Perst’** (the ground, the ashes). “Christophor, trying to stop the decomposition of Andron’s body, says: Our body will turn into the perst’ (the ashes). But the God, who created our body from the ashes, will recreate our decomposed bodies”⁷³. **Scudelnitsa**. It is a place where non-orthodox believers are buried. “Scudelnitsa was a sorrowful place... There were buried the people who died from the plague, strangers, the hanged, the non-christened infants and suicides”⁷⁴. **Stezya** (A way, a road). “It’s impossible to understand the stezya of the ship sailing in the sea”⁷⁵. **Tverd’**. In the novel the word is used in two meanings: 1) the firmament (“under the firmament”⁷⁶; “above the firmament”⁷⁷;

⁶⁷ Водолазкин Е. Лавр. Москва : АСТ, 2013. С. 191.

⁶⁸ Ibid. P. 61.

⁶⁹ Ibid. P. 33.

⁷⁰ Ibid. P. 313.

⁷¹ Ibid. P. 382.

⁷² Ibid. P. 250.

⁷³ Ibid. P. 37.

⁷⁴ Ibid. P. 107.

⁷⁵ Ibid. P. 66.

⁷⁶ Ibid. P. 331.

⁷⁷ Ibid. P. 332.

“the firmament broke into pieces”⁷⁸) and 2) “the ground and the water over the earth”⁷⁹. In different contexts this lexical unit is used in both meanings: “he showed the deceased the descension of the firmament”⁸⁰; “he showed him the descension of the firmament and ground”⁸¹. **Torzhyshche** (Market place). “A young man told at the torzhyshche (the market place) that he is proud to be a wise person”⁸².

§ 2.7. System of measurement

Sedmitsa. In the novel “Lavr” this lexical unit is used in the same meaning that Old Greek philosophers understood it. They understood sedmitsa as “a seven year period of human life”. “In the beginning of the second sedmitsa of Arseniy’s life his father brought him to Christophor”⁸³. **Sredovechiye.** The meaning of this lexical unit is explained according to the text of the XVth century Rogozhsky chronicler: “--th birthday of a child; -- th birthday of a young man; --th birthday of a mature man; --th birthday of a middle-aged man; --th birthday of a grey-haired man; --th birthday of an old man; --th day of death”⁸⁴. **Versta.** Before the introduction of metric system of measures (by the Provisional Government decree, April 30, 1917) versta was a distance of about 1,06 kilometers. “The distance from Moscow to Kyiv was 1500 verstas”⁸⁵. The word can also be used figuratively, in the meaning – a large number of something. “As far as one could see there were endless verstas of ice. It was Beloozero”⁸⁶. **Sazhen’.** Before the introduction of metric system of measures sazhen’ was a distance in two steps or span of arms. “On arriving to the East, Alexander found out savages there. Their height was two sazhen”⁸⁷. **Stadiy.** The length of 185 metres: “The Moon was 120 stadiys in circumference; the Sun was about 3 million stadiys in circumference”⁸⁸. **Obrok.** “They told Arseniy about weddings, funerals, house-building, fires, obroks”⁸⁹.

⁷⁸ Водолазкин Е. Лавр. Москва : АСТ, 2013. С. 336.

⁷⁹ Ibid. P. 333.

⁸⁰ Ibid. P. 439.

⁸¹ Ibid. P. 28.

⁸² Ibid. P. 150.

⁸³ Ibid. P. 18.

⁸⁴ Ibid. P. 86.

⁸⁵ Ibid. P. 87.

⁸⁶ Ibid. P.131.

⁸⁷ Ibid. P. 42.

⁸⁸ Ibid. P. 29.

⁸⁹ Ibid. P. 63.

§ 3. Vocabulary of an orthodox doctor

It's not accidentally that the main personage's grandfather is named Christophor. It was the name of a popular orthodox saint. Like this saint Lavr's grandfather heals people, speaks with plants and animals.

In this chapter the selected nouns are used to describe Lavr, his grandfather Christophor and their common difficult fortune. The usage of these nouns are explained by the author's wish to emphasize some peculiarities of a doctor's life in the Middle Ages. The author shows that a medieval healer is not the same person as a contemporary doctor. A healer, according to E. Vodolazkin, is first of all a Christian; he knows the Holy Scripture and other church books, he is a man devoted to his calling, he knows and appreciates nature. Christophor and Lavr were such persones.

§ 3.1. Notions of medicine: Bubony

It is enlarged lymphatic knots inflamed during the plague. "Arseniy was healing patients infected by the plague, opened bubony with a tempered blade, with fingers squeezed out "turbid, disgusting wash" and "let the blood out"⁹⁰. *Kinovar'* (Sulphuric mercury). Before the antibiotics were invented, the kinovar' was used for treating wounds. "The womb was bleeding, and he couldn't stop it. He took a little graded kinovar and entered Ustina's womb as deep as he could. He had learnt from Christophor that graded sulphuric mercury could stop bleeding"⁹¹. *Mor*. Here the word is used in the meaning of general death from epidemic disease. "The mor hasn't reached the Rukina village yet"⁹². "Since the previous mor the cemetery was visited seldom, because those, who used to come here earlier, now abided in other places"⁹³. "Arseniy spared no efforts to save the lives of the people infected by the plague. During the first weeks of the mor Arseniy thought he wouldn't be able to endure such intense work"⁹⁴. *Neduguyushchiy*. In the Old Russian language the verb "nedugovaty" had the meaning "to be sick", "to suffer", "to be exhausted". The substantivised form of this verb is used in the novel in the meaning "sick". "Arseniy prayed heartily about the recovering of the neduguyushchego (sick)"⁹⁵.

⁹⁰ Водолазкин Е. Лавр. Москва : АСТ, 2013. С. 123.

⁹¹ Ibid. P. 94.

⁹² Ibid. P. 115.

⁹³ Ibid. P. 61.

⁹⁴ Ibid. P. 360.

⁹⁵ Ibid. C. 124.

“Neduguyushchiye (the sick) were wearing bandages patiently”⁹⁶. **Povitukha**. It is a woman, who used to help during the child-birth (midwife): “Arseniy sat down slowly: I will run to the village, for povitukha, I will be back soon”⁹⁷.

§ 3.2. Phytonymy (Phytonyms): Baklan

“The herb baklan was used in veterinary to “procreate” horses and cows, and to make them get fat. The herb baklan was usually found near the rivers. Christophor taught how to recognize it by its yellow colour, round leaves and white roots. Horses and cows were usually treated with this herb”⁹⁸. **Dyagil’**. The plant is included into the list of the so-called “royal herbs”. It was widely used in social magic to ensure success and good trade. In the novel “Lavr” Christophor used dyagil’ to avoid infection by the plague. “Approaching Rukina village Christophor took out of his pocket the dyagil’ root which was soaked in winy vinegar. He divided it into two parts. He took one half for himself and gave another part to Arseniy. Here it is, keep it in your mouth. God’s power is with us. The village greeted them with dogs howling and cows mooing. Christophor knew these sounds well, they can’t be confused with anything else. It was the sound of the plague”⁹⁹. E. Vodolazkin also describes the special property of dyagil’, which magicians used in their social magic. “In the rays of the sun Arseniy’s golden hair was shining. Christophor plaited dyagil’ leaves into the hair to bring Arseniy people’s love. And he noticed by the way that people loved Arseniy without dyagil’”¹⁰⁰. **Enokh**. Arseniy’s grandfather used it with practical purpose, he prepared alkaline solution. It was a remedy for hair washing. “Christophor... washed his hair with alkaline solution. He made the solution from maple leaves and white herb enokh”¹⁰¹. **Ephiliya**. This herb is used to treat burns. Arseniy gave “the burnt people” to drink infusion of ephiliya herb. “He gave the burnt people the infusion of ephiliya herb”¹⁰². **Kukol’**. The herb kukol’ is mentioned as a means to treat oedema. This lexical unit is used here in this meaning. “The person who was prescribed the herb kukol’, is supposed to boil it in water with

⁹⁶ Водолазкин Е. Лавр. Москва : АСТ, 2013. С. 152.

⁹⁷ Ibid. P. 89.

⁹⁸ Ibid. P. 15.

⁹⁹ Ibid. P. 27.

¹⁰⁰ Ibid. P. 24.

¹⁰¹ Ibid. P. 24.

¹⁰² Ibid. P. 152.

its roots: it will extract abscess from the ears"¹⁰³. **Las**. The old Russian healers considered the white root of las to be able to cure impotence. "There was las-herb, which had two kinds of root – white and black. From the white root the erection appeared, and from the black root it disappeared. The shortcoming of this means was in the fact that in the crucial point the white root should be kept in the mouth. Not every person was capable to do it"¹⁰⁴. **Odolen'**. The herb odolen' was used with medical purposes, in hunting magic, in social magic, in love magic; shepherds used to have it in their pockets; according to popular etymology this herb was able to overcome all kinds of diseases. In the novel "Lavr" Christophor uses the herb as a means to cure poisoning. "Along the rivers and springs people picked odolen' – red and yellow flowers with white leaves -- against poisoning"¹⁰⁵. **Oсот**. Osot was used in social magic: according to popular belief, it had the property to attract good fortune and success in society. "Christophor knew that the herb osot with white as wax root was able to bring good fortune. He used to give it to traders to be welcomed and received with honour wherever they would go, and would earn good fame... He gave the herb osot only to those people in whom he was absolutely sure"¹⁰⁶. **Perenos**. The root of this plant was similar to human body, and parts of the root were used to treat corresponding parts of the patient's body. "While going home they used to gather the herb perenos, which was able to keep snakes off"¹⁰⁷. "Put its seed in the mouth, and water will go away, -- Christophor once said. – Will it go away? – asked Arseniy seriously. – With a prayer it will go away" Christophor felt uncomfortable. The main point was in the prayer"¹⁰⁸. **Plakun**. "From the plakun roots people used to cut out crosses and wear them to avoid epilepsy; an important ritual was connected with this plant. The ritual was usually carried out during the Epiphany to save the house from the evil spirit; the plant was used to cure all the illnesses connected with spiritual spoiling. It was also used as a talisman to guard oneself evil spirit: Christophor put the herb plakun under Arseniy's pillow to make him sleep easily. That's why Arseniy used to fall asleep easily. And his dreams were peaceful"¹⁰⁹.

¹⁰³ Водолазкин Е. Лавр. Москва : АСТ, 2013. С. 220.

¹⁰⁴ Ibid. P. 17.

¹⁰⁵ Ibid. P. 23.

¹⁰⁶ Ibid. P. 18.

¹⁰⁷ Ibid. P. 23.

¹⁰⁸ Ibid. P. 23.

¹⁰⁹ Ibid. P. 25.

Popugay. “According to popular beliefs, this herb had a magic property to soften evil people’s hearts: At nights, when the boy was sleeping, Christophor described the properties of the herbs, which he hadn’t disclosed to his grandson before, because of Arseniy’s young age... The herb popugay grows in the low-lying marshy lands (the herb should be kept by yourself, if you are going to ask money or bread; if you are going to ask from men, put it in the right part of your bosom; if you are going to ask from women, put it in the left part of your bosom; if see how buffoons are playing, throw this herb to their feet, and they will fight”¹¹⁰. **Postrel.** “According to popular beliefs, you should have the herb postrel to guard the house and to save health and prosperity: The herb postrel was usually picked up at the edge of the forests only in spring. It should be picked up on the 9th, 22^d and 23^d of April. While building a house, you should put postrel under the first log”¹¹¹. **Proskurnik.** The herb was used in popular medicine to cure enuresis, and problems with gastrointestinal tract. It was also used to cure cattle: “People with broken bones were brought to Arseniy. He used to improve the bones and stretched them with linen, treated them with health-giving medicinal remedy. It was proskurnik flowers boiled with wine”¹¹². **Pyrey.** This herb was widely used by bee-masters: it removed tumour from bee-bites. “The person bitten by bees was usually given the herb pyrey and told to rub oneself with it”¹¹³. **Ruta.** The plant was used as a means from obesity and from undesirable pregnancy. Christophor used ruta together with other plants to disinfect houses during the plague. “When the coals are smouldering, throw ruta, wormwood and juniper on them”¹¹⁴. **Ryaska.** The plant ryaska was used to find out women’s intentions and thoughts. “Christophor advised jealous husbands to use ryaska – not the ryaska that covers marshes, but the blue one, that creeps the ground”¹¹⁵. **Sava.** The plant sava was used in black magic. Christophor knew the properties of the herb, and among them the property to shock the person who picked it up. “They went to pick up the herb sava. Christophor was very careful, because the contact with the herb could make the person mad.

¹¹⁰ Водолазкин Е. Лавр. Москва : АСТ, 2013. С. 56.

¹¹¹ Ibid. P. 23.

¹¹² Ibid. P. 152–153.

¹¹³ Ibid. P. 220.

¹¹⁴ Ibid. P. 26.

¹¹⁵ Ibid. P. 29.

But if you put the herb on the thief's footprint, the stolen things would return"¹¹⁶. **Starodubka**. Starodubka was widely used in popular medicine. "People searched for the herb starodubka in ravines. Christophor showed Arseniy its small sharp leaves. Starodubka was used at rupture and fever"¹¹⁷. **Chistyak**. In old times the nursing mothers used to eat the herb to enlarge the amount of their milk. "The nursing mothers, which lost their milk, used to come to Arseniy. He gave them the herb chistyak"¹¹⁸. **Adam's head**. The phraseological unit "Adam's head" describes skull and cross-bones. It means death. This lexical unit could be used to name different plants: mandragora, black sonchus, lychnis. "Christophor didn't like heretics. He revealed them using the herb Adam's head"¹¹⁹. **Voronye salo** (Crow's salo). "If there was no erection, Christophor offered to add expensive anise or almonds to the food, or cheap mint syrop, which enriched sperm and enlarged love thoughts. The same effect was connected with the herb voronye salo"¹²⁰. **Tsarevy ochy** (Tsar's eyes). This plant had many medical and magic properties. It was also used in such a sphere of housekeeping as bee-keeping, and also in love magic. The herb was the favourite of Arseniy's grandfather. "Christophor liked red herb tsarevy ochy most of all. The herb was equal to needle height. Christophor always kept it by himself. He knew that when you start something new, it was good to have it in bosom. For example, you may take it to a trial not to be convicted in court. Or you may have it when you are at a feast, and not to be afraid of any heretics' actions waiting for a relaxed guest"¹²¹.

§ 3.3. Words connected with the Bible and Christianity. Kitovras

Kitovras is a monster competing with Solomon in wisdom. "When Kitovras was going to Solomon, he saw a man, buying highboots for himself. The man wanted to know if he could wear the highboots for seven years, and Kitovras laughed. When he was going farther, Kitovras saw a wedding and he burst into tears. And Solomon asked Kitovras why he had laughed"¹²². **Nekhrisť**. It is a cruel man. "You will exhume him, won't you, nekhristy, he said to the men and they stood

¹¹⁶ Водолазкин Е. Лавр. Москва : АСТ, 2013. С. 23.

¹¹⁷ Ibid. P. 21.

¹¹⁸ Ibid. P. 221.

¹¹⁹ Ibid. P. 23.

¹²⁰ Ibid. P. 17.

¹²¹ Ibid. P. 18.

¹²² Ibid. P. 17.

there with downcast eyes”¹²³. **Eley**. This lexical unit was borrowed from the Greek language, it means olive oil, “which is used in the most important divine services and is given significant symbolic meaning”¹²⁴. In the novel the word is used in the Old Russian phonetic form in the story about the Holy Land: “the land was exhaling eley and honey, because the land is really blessed”¹²⁵. **Kaphizma**. In divine service of Byzantium ritual the word was used to name each of the 20 chapters of the Psalter; during the reading of the chapters (kaphizmas) the people were allowed to sit. “During the 10th kaphizma Arseniy saw some movement at the bench”¹²⁶. **Kukol’**. The lexical unit means a kind of hat, which monks who had taken monastic vows used to wear. Lavr devoted himself to God and, having taken monastic vows left the monastery looking for a prayer cell. “In the water of the black forest lakes he saw himself as a decrepit old man in kukol’ with white crosses on the shoulders”¹²⁷. **Posledovaniye**. This lexical unit means “the order, the strict succession of church service”. “Posledovaniye is read over the body of the dead to make easier the way of his soul to the heaven; after that the Psalter is read over the deceased. Posledovaniye over the deceased”¹²⁸ was read by Arseniy. He read it over the body of his Ustina, he understood with his brain, not with his heart that he wouldn’t be able to bring back his beloved woman, and he asked the God to calm her soul. **Skhima, skhimnik**. In Orthodox church skhima is the highest monk’s degree, which demands from the ordained skhimnik strict asceticism and complete self-deial. “On the 18th of August, 7000 year since the creation of the world in the St. Virgin Temple Amvrosiy took the skhima. The order of the skhima taking resembled the order according to which he was consecrated a monk a few years ago. But this time everything was more ceremonial and strict”¹²⁹. **Chudotvoreniye**. This lexical unit had a complicated and at the same time simple meaning in the Old Russian language. It had clear inner form, it meant to perform a miracle. “The monastery was full of people waiting for a chudotvoreniye (a miracle)”¹³⁰.

¹²³ Водолазкин Е. Лавр. Москва : АСТ, 2013. С. 11.

¹²⁴ Ibid. P. 250.

¹²⁵ Ibid. P. 250.

¹²⁶ Ibid. P. 103.

¹²⁷ Ibid. P. 23.

¹²⁸ Ibid. P. 101–102.

¹²⁹ Ibid. P. 399.

¹³⁰ Ibid. P. 143.

Conclusion

Our investigation gives us possibility to understand the interrelation between language and linguistic knowledge in E. Vodolazkin's language personality. In this novel the philologist's language personality influence on the writer's language personality is clearly seen. It is seen on the lexical level and on the level of the plot. The scene of the novel is laid in the medieval Rus, in the period which is well studied by E. Vodolazkin. The description of everyday life, the succession of events, the plot and the dialogues structure are written with deep professional penetration into the historical and language material of the medieval Rus. The text of "a non-historical" novel, written according to the principle of the Life of the Saints, reflects the philologist's language personality, a specialist in the Old Russian literature.

The use of the archaic lexical units is conditioned by the necessity to create the authentic picture of the medieval space and time where the scene is laid. By means of these lexical units the author offers contemporary readers the medieval discourse, peculiar "everyday" life of the main personages.

In the novel "Lavr" E. Vodolazkin shows the level of the language development of the XVIIth Russian language. Thus, the archaic features which can be seen in the text of the novel, reflect the author's language personality.

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1.3. THE LANGUAGE PERSONALITY IN THE CONCEPT *GOOD* CONTEXTS TO THE ENGLISH LANGUAGE PICTURE OF THE WORLD

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Introduction

Throughout history, humankind has successfully practiced determining the meaning of words and expressions. This is based on intuitive notions of meaning relevant to learning language and its use as a syncretic substance.

Linguistic, logical and philosophical thematic temptations relevant to the strategy of automatic translation, representing thinking as computation, and constructing artificial languages have intensified interest in analyzing the essence of meaning in recent decades. As often happens in scientific cognition, the analysis of a given intuitive notion may split it into various theoretical concepts focused upon particular characteristics and aspects of the intuitive notion in question, and explicating these features with increasing accuracy. Each of them gets included in a respective system of objects, principles, methods and criteria and usually becomes an alternative of the other ones as a theoretical interpretation of the initial idea.

Speaking of language personality, it should be noted that it can be considered only within a certain cultural environment. It is a unique phenomenon and has several components – social and mental, reflecting them in communication and, thus, reflecting their belonging to a particular cultural society. In general, axiological status of concept *good* has metaphorical meaning and express emotions and feelings. Concept *good* is multiplex phenomenon of mental, emotional and social life. Nevertheless, it must be understood the obligatory function of the context to appellation to the concept *good*.

Context issues were investigated in different characteristics: Questions of rethinking context (G. Goodwin, A. Duranti)¹, definition of context, linguistic approaches (R. Finkbeiner, J. Meibauer, B. Pertra)², the indeterminacy of contextualization (M. Silverstein), modeling and using context (A. Dey, B. Kokinov, D. Leake, R. Turner)³, compositionally, especially, in historic context (T. Janssen)⁴, methods of context processing in intelligent systems, context understanding (I. Zavushchak, E. Burov)⁵, philosophical meaning of the context (V. Lisovuy)⁶. It has become clear the need for perception of the context in different variations that improves awareness the concept *good* in the linguistic structure previous researches. All these points were described in the previous article “*The concept “good” in the English–language picture of the world*”⁷. Both linguistic and non-linguistic researches have been used and processed.

It is better to note the concept *good* analysis describes of conceptual metaphors that show typical metaphorical expressions, prototype modeling concept, associations of the concept *good*, applicable semantics of verbs that connect to the concept *good*. In addition, it is the oneness of structural-linguistic connections; distinction in the use of direct and indirect speech in different ways of communication, characterized features addressed nomination in the discourse of *good*.

¹ Goodwin Charles, Duranti Alessandro, eds. “Rethinking context: an introduction”. Rethinking context: *Language as an interactive phenomenon*. Cambridge : Cambridge University Press. P: 1–42. Retrieved February 19, 2017.

² Finkbeiner R., Meibauer J, Petra B. What is a Context?: *Linguistic Approaches and Challenges*. John Benjamins Publishing. 2012. 253 с.

³ Dey Anand, Kokinov Boicho; Leake David; Turner Roy. Modeling and Using Context : 5th International and Interdisciplinary Conference, (24 June 2005). Paris, France, 2005. *Proceedings. Springer Science & Business Media*.

⁴ Janssen T. M. (2012) Compositionality: Its historic context / in M. Werning, W. Hinzen, & E. Machery (Eds.). *The Oxford handbook of compositionality*. P. 19–46, Oxford University Press.

⁵ Завущак І. І., Буров Є. В. Методи опрацювання контексту в інтелектуальних системах. *Вісник Національного університету “Львівська політехніка”. Серія : Інформаційні системи та мережі. Львів : Видавництво Львівської політехніки. 2017. № 872, С. 121–130.*

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The **aim** of the article is to describe the dominant parts of context that discover the units structure of the lexical and semantic field of *good* in English and specify characteristic and convey the meanings of the concept of *good* in language.

To achieve this aim it is necessary to accomplish the following tasks:

- to reveal the key features of verbal and non-verbal, grammatical, lexical context;

- to analyze the points of divergence of the context and ambiguity;

- to define the lexical meaning and the main task of the concept *good* in English;

- to compare the systemic organization of the lexical and semantic field of *good*.

The research used the following methods and techniques: descriptive, providing analysis, classification and interpretation of the results; comparative with which to work the common and unique in the comparable languages; etymological analysis, which establishes change the semantics of language units in the course of its historical development; statistics, which determine various constituent elements of the written language.

§ 1. The definition of context

Context in its primary meaning is a category of linguistics, but we are all witnesses to the intense growth of its use in non-linguistic sense – not only as a banal metaphor in everyday speech, but as a specialized term in a growing number of areas that are far from linguistics. The scope and dynamics of this phenomenon is a serious enough reason to study it, and makes topical the questions as to what sort of needs are met by the nonlinguistic use of «context» and what characteristics of context as a linguistic category adequately spread into other areas; in other words, what is it about the notion of context that makes such use legitimate, and what makes it necessary, why this notion is so convenient and preferred⁸.

This sort of questions sound even more intriguing. If we pay attention to the obviously paradoxical situation: possibilities and facilities (including instrumental) provided by the non-linguistic use of context are recognized and used extremely broadly, studies directly connected with non-linguistic contexts are ever more numerous. But the question as to what context is (as a general category, not as concrete sorts of contexts), and from which

⁸ Tasseva E. Determinants of Meaning: Invisible, though Ubiquitous Context. *Fslozofia*. 68. 2013. № 10. P. 884.

of its characteristics these possibilities and convenience stem, remains in fact unasked in literature. The primary conceptual source of all contextual considerations and instrumentalizations remains little noticed⁹.

Tasseva E. convinced that this phenomenon is not just a curiosity, that it is not accidental either. It is a logical effect resulting from certain contemporary attitudes to the doing of science (methodologism, functionalism, instrumentalism, formalism, etc.), so I shall try to point out some characteristic features of context which give me reasons to raise the above questions and to attempt to show why this ubiquitous, but invisible, concept deserves notice¹⁰.

There are three natural starting points for studying the essence of context and its category potential:

1) linguistics (where “context” really functions as a general theoretical category);

2) the practice of non-linguistic use of contextual concepts and ideas;

3) the theoretical non-linguistic consideration of context as a determinant of meaning in juxtaposition to other determinants¹¹.

What is happening as regards the third point has been already outlined above. For contextualism and other schools context, taken as a general category, still remains uninteresting and hence almost invisible.

The analysis of its nature has followed the model of the “chaos” example – the syncretic intuitive notion of context has broken down into a chaotic and inconsistent “cloud” of theoretic concepts and corresponding conceptions, where can be found some “condensation nuclei” of basic opinions. The developments are important and very interesting, but I do not have enough space here to consider them in more detail.

The other starting point reveals a boundless variety of forms and modes of practical use of context ideas (and concepts) borrowed from linguistics into many fields, some of which being quite distant from it. The range spans from the use of the word “context” in everyday speech to the introduction of strictly defined contextual concepts in formal logic¹².

⁹ Tasseva E. Determinants of Meaning: Invisible, though Ubiquitous Context. *Fslozofia*. 68. 2013. № 10. P. 884.

¹⁰ Ibid.

¹¹ Ibid.

¹² Ibid. P. 885.

In this empirical diversity there is a full spectrum of degrees of conceptual processing of (non-linguistic) context ideas – from metaphorical to strict categorial use within scientific theories. From all this empirical material I shall focus briefly on two important cases of non-linguistic use of contextual notions:

1) in studying the effects of contextual dependence and determinacy as a factor of scientific knowledge development;

2) in logic and metalogic (logical semantics) where contextual concepts are in use as categories within formal logical systems.

Interest in the contextual considerations and representations in the philosophy of science arose and grew in the last century. In a very short period of history there appeared at least a dozen significant contextual conceptions considering different aspects of the essence, structure, and dynamics of science and scientific practice. They are based on notions of context situated at different levels of conceptualization. Some of these conceptions have underlying them the intuitive potential of some metaphor, some image focused on universality and continuity¹³.

From the discussion of the paradigmatic and syntagmatic relations it follows that a full understanding of the semantic structure of any lexical item can be gained only from the study of a variety of contexts in which the word is used, i.e. from the study of the intralinguistic relations of words in the flow of speech. This is of greatest importance in connection with the problem of the synchronic approach to polysemy.

Language is a social phenomenon, and it is closely tied up with the social structure and value system of society. Therefore, language can not avoid being influenced by all these factors like social role, social status, sex and age, etc. Social roles of language personalities are culture-specific functions, institutionalized in a society and recognized by its members. By social status, we mean the relative social standing of the participants¹⁴.

Each participant in the language event must know, or make assumptions about his or her status in relation to the other, and in many situations, status will also be an important factor in the determination of who should initiate the conversation. Sex and age are often determinants of, or interact with, social status. The terms of address employed by a person of one sex speaking to an older person, may differ

¹³ Tasseva E. Determinants of Meaning: Invisible, though Ubiquitous Context. *Fslozofia*. 68. 2013. № 10. P. 885.

¹⁴ Гумбольдт В. О различии строения человеческих языков и его влиянии на духовное развитие человечества (1830–1835) / по В.Фон Гумбольдт "Избранные труды по языкознанию". М., 1984. С. 38.

from those which would be employed in otherwise similar situations by people of the same sex or of the same age¹⁵.

The analysis, however, is focused on explicating various aspects and properties, and as a rule the instrumental side predominates in it. Thus, it shows a tendency of turning in the direction of attributive and operational answers. Moreover, it cannot be said in advance whether the tools preferred as promising will be sufficient to interpret all important properties of the initial notion. Therefore, it is normal a need of revising the very means of conceptualization to be felt; usually, Church regarding logicism in philosophy of mathematics like that outlines this situation: "If we are to take the logicists seriously, we must concede them a broad sense of the term, logic"¹⁶.

Following the chosen strategy of expanding the range of chosen tools, the situation develops with accumulation of concrete theoretical and metatheoretical results but also with accumulation of relativism, when extending the potential of tools and shifting the emphasis from substratum questions to attributive and operational answers. The model of ontological relativism becomes increasingly pertinent updating the situation "replacing ontology with ontologies" depicted by Qiune: "A curious thing about the ontological problem is its simplicity. It can be put in three Anglo-Saxon monosyllables: "What is there?" It can be answered, moreover, in a word – "Everything"¹⁷.

The result is diversity of theoretical hypotheses and conceptions interpreting the initial intuitive notion; there forms a constantly expanding field of competitive alternatives where divergence strongly prevails over convergence.

§ 2. Verbal and non-verbal context

Logical conceptualizations of non-linguistic contextual notions are of particular interest, because in contemporary logic the wave of studies related to interpretations of contextual determinacy and their importance is growing. And this is the scientific area where the non-linguistic category use of contextual ideas has reached the highest instrumental level. The most famous example of such a conceptualization is the semantics of possible worlds. It was first introduced

¹⁵ Lichao Song. The Role of Context in Discourse Analysis. *Journal of Language Teaching and Research*. November 2010. Vol. 1. No. 6. P. 877.

¹⁶ Tasseva E. Determinants of Meaning: Invisible, though Ubiquitous Context. *Fslozofia*. 68. 2013. № 10. P. 878.

¹⁷ Ibid.

in relation to modal connectives, quickly developed, and soon became commonly accepted in logic and philosophy. By its application a large amount of scientific product has been obtained in logic, metalogic, and philosophy of logic. But at the same time certain limitations began to show under the impetuously growing diversity of logical systems¹⁸.

Against that background, the semantics of possible worlds (which are, so to say, conceptually closed, maximal systems) has gradually turned from a universal into an insufficient (as regards giving an adequate interpretation of part of the new content accumulated in logic) semantic conceptual context in cases where the object of study are logical types of determinacies that do not meet certain requirements of "size" and consistency. This has led to attempts at essential and instrumental working out of new more flexible interpretative context: D. Lewis and Stalnaker's "nearby possible worlds", "impossible worlds", Barwise and Perry's situational semantics, Scott-Montague's "neighborhood" semantics, Hintikka's "states of affairs", Austin's "events", Seligman's "infons", Fillmore's frames, etc. Different versions of contextual calculi (some defining context as "a term with a hole") have been launched in programming as well¹⁹.

All these semantics, upon which corresponding conceptions are built, actually change the principle of global integrity ("worlds") into various principles of regional continuity as factors of contextual determinacy. Again, it would be reasonable to ask why the fuzzier notions are preferred as determinants²⁰.

Finally, having made this overview of the diversity of aspects, functions and conceptualizations of various types of contextual ideas working in linguistics and mainly outside it, which shows their semantic richness, I should like to point out some specific features of the notion of context. These issues determine its potential to function as a logical philosophical category and that usually do not fall into the focus of attention²¹.

Ideas how to categorize types of context differ everywhere. Some linguists divide context into two groups, while some insist on discussing

¹⁸ Tasseva E. Determinants of Meaning: Invisible, though Ubiquitous Context. *Fslozofia*. 68. 2013. № 10. P. 886.

¹⁹ Ibid.

²⁰ Левицький А. Е. Порівняльна грамати́ка англійської та української мов. К.: Освіта України, 2007. С. 7.

²¹ Tasseva E. Determinants of Meaning: Invisible, though Ubiquitous Context. *Fslozofia*. 68. 2013. № 10. P. 886.

context from three, four, or even six dimensions. According to different circumstances mentioned in the above definitions, it is accepted to divide context into linguistic context, situational context and cultural context. In this way, it is better to understand expressions of the concept, especially *good* in the language.

§ 2.1. Linguistic Context

Linguistic context is a reflection of the experience of existential contexts (the contexts of reality) in the structures of language. Such discourse show the connection between the words, phrases, sentences and even paragraphs. Take the word “bachelor” as an example. We can’t understand the exact meaning of the sentence “He is a bachelor.” without the linguistic context to make clear the exact meaning of this word. Linguistic context can be explored from three aspects: deictic, co-text, and collocation²².

In the flow of speech and every certain episode, the recipients have to recognize their location in space and time. It’s important to notice, that these peculiarities narrate directly to the deictic context.

Deictic expressions help to establish deictic roles, which derive from the fact that in normal language behavior the speaker addresses his utterance to another language personality, and may refer to himself, to a certain place, or to a time. In recent years, some linguists began to pay attention to the previous discourse co-ordinate. Levis introduces this co-ordinate to take account of the aforementioned sentences. We refer to the deictic expressions like the time expressions now, then, etc., the spatial expressions here, there, etc., and the linguistic personality expressions *I, you*, etc... In 1934, Porzig argued for the recognition of the importance of syntagmatic relations, between, e.g., bite and teeth, bark and dog, blond and hair, which Firth called collocation. Collocation is not simply a matter of association of ideas. Although milk is white, we should not often say white milk, while the expression white paint is common enough²³.

In this instance, linguistic context is the language that surrounds or go with the creator or model interaction of discourse. This kind of context is the whole range of communicative topics, elements of active and passive stock, sociolinguistic characteristics of the environment, lexico-grammatical paradigms and the set of connections

²² Lichao Song. The Role of Context in Discourse Analysis. *Journal of Language Teaching and Research*. November 2010. Vol. 1. No. 6. P. 876.

²³ *Ibid.* P. 877.

between lexical meanings and grammatical forms that correspond to a certain type of discourse. Such specific textual environment of each phrase, group of phrases or individual word the interpretations of the words occur in discourse, are constrained by, following Halliday, their co-text²⁴.

§ 2.2. Situational Context

Situational context, or context of situation, refers to the environment, time and place, etc. in which the discourse occurs, and also the relationship between the participants. This theory is traditionally approached through the concept of register, which helps to clarify the interrelationship of language with context by handling it under three basic headings: field, tenor, and mode²⁵.

It is a set of material and abstract circumstances created or generated according to a fact or situation. The environment of the situation determines whether the foundations are material or symbolic. This is directly related to the information that each participant has and can provide, for example, by asking questions or intuitively, to understand the event and to be able to interpret it. Verbal behavior always occurs in certain scenarios, the real situation (characters, events, time, place, etc.). The nascence of linguistic acts can also help determine the significance of a situational context²⁶.

§ 2.3. Cultural context

Cultural context is understood worldview that unites representatives of social groups and distinguishes them from each other one. The content of the information depends on the situation as well this explains the importance of situation theory in the semantic and logical analysis of information²⁷.

²⁴ Halliday M. Systemic Background. *In Systemic Perspectives on Discourse*. Vol. 1 : Selected Theoretical Papers from the Ninth International Systemic Workshop, Benson and Greaves (eds). Vol. 3 in The Collected Works. 1985 p. P. 188.

²⁵ Lichao Song. The Role of Context in Discourse Analysis. *Journal of Language Teaching and Research*. November 2010. Vol. 1. No. 6. P. 877.

²⁶ Dey A. K. Understanding and Using Context. *Personal and Ubiquitous Computing*. 2001. Vol. 5. № 1. P. 6.

²⁷ Devlin K. Logic and information. Cambridge : Cambridge University Press, 1991. P. 219.

The ontological components of situation theory are individuals' relations, place, type and parameters²⁸. The parameters are not individual. They are determined by the cognitive behavior of the protagonist and indicate important information links²⁹. Mechkor S. determines the relationship between the situation in everyday life and the situation in the theory of situations. He notes that people often use the word situation to denote context and vice versa. However, situation and context have different meanings in definitions in dictionaries. So, a situation is a series of events that occur and conditions that exist at a particular time and place. Context is a situation in which something exists or happens and helps to explain it³⁰.

Cultural context, which we interpret as social conventions on speech behavior in the context of a specific situation. Thus the process in question gives rise to a very rich variety of different conceptions of meaning. This includes, for instance:

- a group of verification theories of meaning stemming from Frege (based on various correspondence concepts) and the Vienna Circle;
- a broad type of use theories of meaning (deflationist, inflationist, other versions of pragmatism, etc.), including the trend of inferentialist theories of meaning;
 - Putnam's causal theory of meaning;
 - relational theories of meaning based on Peirce's semiotics;
 - Fodor's asymmetrical causal dependency theory of meaning;
 - picture theories of meaning stemming from Wittgenstein's "picture theory of language";
 - a great diversity of contextualist theories of meaning;
 - many stand-alone conceptions looking somewhat exotic against the general background, e. g., Mihailo Marković's dialectical theory of meaning, etc³¹.

²⁸ Devlin K. Situation theory and situation semantics. P. 3.
URL: https://web.stanford.edu/~kdevlin/Papers/HHL_SituationTheory.pdf

²⁹ Devlin K. Situation theory and situation semantics. P. 4.
URL: https://web.stanford.edu/~kdevlin/Papers/HHL_SituationTheory.pdf

³⁰ Lindström S. Situations and Attitudes: critical study Jon Barwise and John Perry. Cambridge, MA and London : MIT Press. 1983. 352 p. URL: <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.99.5867&rep=rep1&type=pdf>

³¹ Tasseva E. Determinants of Meaning: Invisible, though Ubiquitous Context. *Fslozofia*. 68. 2013. № 10. P. 879.

The noun *ring* in such context may possess the meaning “a circlet of precious metal” or “a call on the telephone”; the meaning of the verb to get in this linguistic context may be interpreted as “possess” or “understand” depending on the actual situation in which these words are used. It should be pointed out however that such cases, though possible, are not actually very numerous. The linguistic context is by far a more potent factor in determining word meaning³².

It is of interest to note that not only the denotational but also the connotational component of meaning may be affected by the context. Any word which as a language unit is emotively neutral may in certain contexts acquire emotive implications. Compare, e.g., fire in to insure one’s property against fire and fire as a call for help. A stylistically and emotively neutral noun, e.g. *wall*, acquires tangible³³.

The key gain from this framework is that it provides an account of incremental learning of word meaning from discourse. In particular, this framework allows both abstract and context-specific word knowledge to increment through a single learning mechanism. Encounters with words provide specific word memories that include the contexts of these encounters. Abstraction over these instances occurs as memories of prior instances affect the processing of a new instance.

Thus, abstract meanings arise from the summation of unique contexts and their effects on new encounters with the word. This framework also allows the emergence of an aspect of meaning that is often neglected in modern treatments, namely connotative meaning³⁴.

Associations between a word and the non-linguistic contexts of its occurrences are part of what gets encoded in the instance-based memory model. Finally, and perhaps most important, it provides a theoretical basis for understanding the role of definitions. Definitions are encoded as specific contexts for a word, as are sentences that contain the word.

³² Deignan A. *Metaphor and Corpus Linguistics*. Amsterdam. Philadelphia : John Benjamins, 2005. P. 48.

³³ *Ibid.* P. 49.

³⁴ Воркачёв С. Г. Лингвокультурология, языковая личность, концепт: становление антропоцентрической парадигмы в языкознании. *Науч. докл. высш. шк. Филол. науки*. 2001. № 1. С. 64–72.

Whether a definition is just another context or a privileged context depends on the overlap of its features with those of other contextual memory traces. The definition has the potential of resonating with sentence episodes (and vice versa) so as to aid in the emergence of core meaning features.

Words in thematic groups are joined together by common contextual associations within the framework of the sentence and reflect the interlinking of things or events³⁵. Common contextual association of the words is due to the regular cooccurrence of these words in a number of sentences.

Words making up a thematic group belong to different parts of speech and do not possess any common denominator of meaning:

tree – grow – green;

journey – train – taxi – bags – ticket or;

sunshine – brightly – blue – sky.

Here we clearly perceive the combined effect of both the linguistic and the extra-linguistic context. The word *wall* does not ordinarily occur in combination with the adjectives *sweet* and *goodly*. So the peculiar lexical context accounts for the possibility of emotive overtones which are made explicit by the context of situation. The verb *accept* occurs in numerous contexts together with the nouns *proposal*, *invitation*, *plan* and others. As a rule, thematic groups deal with contexts on the level of the sentence³⁶.

Such meanings are sometimes described as grammatically (or structurally) bound meanings. Cases of the type *she will make a good teacher* may be referred to as syntactically bound meanings, because the syntactic function of the verb *make* in this particular context (a link verb, part of the predicate) is indicative of its meaning “to become, to turn out to be”. A different syntactic function of the verb, e.g. that of the predicate (to make machines, tables, etc.) excludes the possibility of the meaning “to become, turn out to be”.

In lexical contexts of primary importance are the groups of lexical items combined with the polysemantic word under consideration. This can be illustrated by analysing different lexical contexts with using

³⁵ Vasylenko O. M, Horiainova V. V. The concept *good* in the English–language picture of the world. *Гілея : науковий вісник*. 2018. № 130 (3). С. 261.

³⁶ Meyer Ch. F. *English Corpus Linguistics: An Introduction*. Cambridge : Cambridge University Press, 2004. P. 9.

polysemantic words. The adjective heavy, e.g., in isolation is understood as meaning “of great weight, weighty” (*heavy load, heavy table*, etc.).

When combined with the lexical group of words denoting natural phenomena such as wind, storm, snow, etc., it means “striking, falling with force, abundant” as can be seen from the contexts, e.g. heavy rain, wind, snow, storm, etc. In combination with the words industry, arms, artillery and the like, heavy has the meaning “the larger kind of something” as in *heavy industry, heavy artillery*, etc³⁷.

Features of the context in which a word occurs are important. The constraint provided by the context was the primary predictor of vocabulary growth, particularly for producing trained words. More generally, contexts range from being supportive (to varying degrees) to being misleading.

In this study, the critical text factor was context variability, and we assessed the supportiveness of context by using a cloze task procedure, which, similar to that of Daneman and Green, asked a separate set of participants to produce words for the context sentences with the target word removed. Because our target words are too rare to be produced in this cloze procedure, the cloze responses were evaluated by independent scorers for their relatedness to the target word and used in subsequent analyses as the predictors of context support from the context sentences³⁸.

It can be easily observed that the main factor in bringing out this or that individual meaning of the words is the lexical meaning of the words with which heavy and take are combined. This can be also proved by the fact that when we want to describe the individual meaning of a polysemantic word, we find it sufficient to use this word in combination with some members of a certain lexical group. To describe the meanings of the word handsome, for example, it is sufficient to combine it with the following words – a) *man, person*, b) *size, reward, sum*. The meanings “good-looking” and “considerable, ample” are adequately illustrated by the contexts³⁹.

The verb take in isolation has primarily the meaning “lay hold of with the hands, grasp, seize”, etc. When combined with the lexical group

³⁷ Гумбольдт В. О различии строения человеческих языков и его влиянии на духовное развитие человечества (1830–1835) / по В. Фон Гумбольдт «Избранные труды по языкознанию». М., 1984. С. 55.

³⁸ Раевська Н. М. Теоретична граматики сучасної англійської мови. К. : Вища школа, 1979. С. 36.

³⁹ Vasylenko O. M, Horiainova V. V. The concept good in the English–language picture of the world. *Гілея : науковий вісник*, 2018. № 130 (3). С. 261.

of words denoting some means of transportation (e.g. to take the tram, the bus, the train, etc.) it acquires the meaning synonymous with the meaning of the verb go.

As inherently social animals, humans live in a succession of multiple, different, situational contexts. Consistent with my definition of culture above, one of the functions of human cultures is to ascribe meaning to these situational contexts. Of course, there are many different aspects of situational context, including time, place, interactants, the content of activities or conversations, the reasons why the interactions are occurring in the first place, and the possibility of any future interactions between the same interactants. All of these factors, and others, combine to produce the unique situational contexts in which we live our lives⁴⁰.

Ambiguity refers to a word, phrase, sentence or group of sentences with more than one possible interpretation or meaning. There are two kinds of ambiguities: lexical ambiguity and structural ambiguity. Lexical ambiguity is mostly caused by homonymy and polysemy. For example, these four words, right, rite, write and wright, are all pronounced as [rait], but they are quite different from each other. Let's also have a look at the following sentence: They passed the port at midnight. This sentence is lexically ambiguous. However, it would normally be clear in a given context which can indicate the meaning of the word "port", meaning either harbor or a kind of fortified wine. Structural ambiguity arises from the grammatical analysis of a sentence or a phrase. For example, the phrase young men and women can be analyzed as either "young /men and women/" (i.e. both are young) or "/young men/ and women" (i.e. only the men are young). Let us also examine the following sentence: *I like Bill more than Mary.*

This sentence can mean "I like Bill more than Mary does." or "I like Bill more than I like Mary." In such examples, a given context can indicate what the sentence exactly means⁴¹.

Among the attempts to determine the meaning of "meaning", some cases analogues to the "football" example can be found. In a considerable part of the conceptions of meaning monism is recognized as a desirable principle. But it is typical for the determining basis to be chosen from among determinants of meaning (i. e. *representation, inference, and context*) without taking into account that they may have the same level

⁴⁰ Clark B. Stylistic analysis and relevance theory. *Language and Literature*. 2006. Vol. 5. № 3. P. 15.

⁴¹ Lichao Song. The Role of Context in Discourse Analysis. *Journal of Language Teaching and Research*. November 2010. Vol. 1. No. 6. P. 877.

of generality (as “goalkeeper” and “forward”). A theory corresponding to the chosen determinant is then developed and a program of reinterpreting alternative conceptions in terms of the chosen basis is set forth. The program gradually “grows over” with philosophical and methodological arguments justifying it as necessary and with techniques showing that it is possible (at least partially and relatively). It is also usual in this process for a significant amount of scientific results to be produced some of which might prove to be really important. But usually these advances are also interpreted automatically as a confirmation of the basic thesis, though the latter may not be correct⁴².

Actually, in the present case the most natural candidate for general basic concept is the notion “determinant of meaning”. Moreover, this concept is meaningful even for those who believe the very term “meaning” is more or less devoid of sense (at least in a substantial aspect). Such choice of a monistic basic concept for the field of views on the essence of meaning may seem as trivial as the “football player” example. But it gives a new perspective, in which there is a general framework, the irritating polyparadigmality becomes a normal diversity of conceptions (of determinants of meaning), and the field as a whole can start its transformation from a chaotic “cloud” containing accumulated tensions and in commensurabilities into a more systematically organized knowledge module⁴³.

§ 3. The lexical meaning of the concept good in English

Dualistic myths were a reflection of the attempts of our distant ancestors to comprehend and understand the world around them. The social and cultural background for the emergence of dualistic myths was, first of all, the dualistic organization of society, dividing each tribe into two parts. The overwhelming number of tribes described the device of the world with the help of paired symbols – *the sun-moon, the male-female, the right-left, the upper-lower, the north-south*.

For the English language picture of the world, the pair “north-south” has a specific meaning. The spatial position of the north and south for modern man is associated with the top and bottom, which is associated with cartographic traditions. In turn, the top and bottom, the upper and lower worlds, are the containers of good and evil, light and dark forces.

⁴² Tasseva E. Determinants of Meaning: Invisible, though Ubiquitous Context. *Fslozofia*. 68. 2013. № 10. P. 880.

⁴³ Ibid. P. 881.

Concepts are usually revealed on the basis of compatibility, mostly predicative, less often – attributive, complementary, and sometimes take into explanation a variety of broad linguistic contexts (folklore, art, journalism and other manifestations).

However, in German-Scandinavian mythology, where English history and culture originates, the spatial model of the world includes horizontal and vertical projections. In the horizontal model of the world, the center is inhabited by people, and on the outskirts, particularly in the north, is the realm of the dead. The vertical model divides the world into a land where people live, the sky where the gods dwell, and the underworld where the realm of the dead is. Thus, the “bottom” and “north” become identical to each other in the Old English period⁴⁴.

According to Plato, a person does not choose to live or not to live, but he has the freedom of choice in living honestly and in good, or living in vice and evil⁴⁵. Due to the analysis of the subject of language personality as a form of representation of knowledge in language, as a conceptual model reflection of reality, as a modification of the recipient’s consciousness (artistic, aesthetic, ethical, scientific, axiological, pragmatic) and as a model of influence on consciousness, intelligence, memory, behavior, attitudes can be characterized context⁴⁶.

According to the cognitive paradigm, language space (word, text, situation, context, etc.) is understood as complex sign that expresses the knowledge of the language personality about reality. It is exemplified in the concepts as the form of individual-subjective picture of the world by language personality⁴⁷.

Thus, the problems of interaction of the language picture of the world and the language personality should be considered as a speech product of the functioning of the language system. It is characterized by double system, the basis of which is not only the focus on usage, but also the subject’s reflection of the linguistic picture of the world of a language personality. An integrating factor

⁴⁴ Гумбольдт В. О различии строения человеческих языков и его влиянии на духовное развитие человечества (1830–1835) / по В. Фон Гумбольдт «Избранные труды по языкознанию». М., 1984. С. 48.

⁴⁵ Левицький А. Э. Функціональні зміни в системі номінативних одиниць сучасної англійської мови : автореф. дис. ... док. філол. наук : 10.02.04. КДЛУ. Київ, 2009. С. 11.

⁴⁶ Селіванова О. О. Актуальні напрями сучасної лінгвістики (аналітичний огляд). К. : Фітосоціоцентр, 1999. С. 107.

⁴⁷ Бабенко Л. Г. Лингвистический анализ художественного текста. Теория и практика : учебник ; практикум. М. : Флинта : Наука, 2003. С. 24.

of the two mentioned categories – the language picture of the world and language personality – there is a concept. After all, the concept, as we know, on the one hand, is the basic unit of the conceptual picture of the world, and on the other – the cognitive level of the language personality.

Without questioning the fundamental nature of the concepts of good and evil, it is impossible not to note the impossibility of their complete definitions. Good and evil have been tried to interpret them from the point of view of mythology, ethics, religion and philosophy, from the point of view of commensurability of these concepts, the status of primacy⁴⁸.

Communicative relevance and opportunity of domination of irrelevant concepts may indicate about the lack of a concept and as a single integrated unit in foreign mind of the recipient. However, it is also has the ability to construct the translator concept in a particular act of communication with a number of similar value concepts which are relevant to the recipient of media culture⁴⁹.

Internal form etymological sign is revealed only to researchers and scholars. To use this language of the content of this layer concept exists indirectly, as the foundation on which any and keep the other “layers” values.

We considered lexemes as they have a common feature, which is the one responsible for the unification of all lexemes in one paradigm. However, within the paradigm of each unit in a particular context is neutralized by the existence of other immunologically distinct sems which are specific to each lexeme⁵⁰.

Considered semantic field is based on privative oppositions, ie the opposition of the “presence of X / absence of X”. *Good* is bipolar field, based on two constituent units, which have antonymic relation to each other. In such a bipolar structure, there is no arhisem or arhilexeme because the two sectors, which divides the lexical and semantic field, cannot be neutralized.

⁴⁸ Воркачѐв С. Г. Лингвокультурология, языковая личность, концепт: становление антропоцентрической парадигмы в языкознании. *Науч. докл. высш. шк. Филол. науки*. 2001. № 1. С. 47.

⁴⁹ Бархударов Л. С. Мова і переклад. М. : Міжнародні відносини, 2001. С. 62.

⁵⁰ Бархударов Л. С. Структура простого предложения современного английского языка. Фенікс, 2008. С. 28.

In addition to the difficulty of finding archilexeme for both poles the characteristics of the considered field is the fact that sem are marked positive in all lexeme that contain these things (+ *good*)⁵¹.

Within each category, the lexical unit contains a special type of opposition and is neutralized according to the semantic component in a certain context. Scientific studies have examined the semantic sphere reflects the evolution of the language of science.

Good in the English language picture of the world is a linguocultural concept, whose components are inseparable because of their axiological nature. The subject-shaped component of the concept represents the situation of evaluation and the interaction of the subject and the object with respect to the standard / norm mediated by the context and the field of experience. The conceptual component of *good* can be as a universal value, consciously correlated with higher values / ideal and acting simultaneously as a standard and an evaluation tool. Two material and spiritual segments structure it; its value component is graded with respect to the parameters of values and evaluation⁵².

A cluster of four cognitive models forms the superordinate category of *good*; its members possess a full set of criterial properties of the category, reflected in the meanings of its prototypical name adjective *good*. Extensions of subordinate categories are motivated by one of the cognitive models corresponding to a particular hyperseme of the word *good*; extensions are distinguished by the semantic links of the verbalizing lexemes and are also structured according to the periphery center scheme⁵³.

As indicated above, vocabulary, despite being an open category, might be organized into fields.

Human, through his intellect, formalizes verbal substance and arranges it into a paradigm. In our case, we are dealing with a very particular paradigm, that of a religious scenario.

On the one hand, it is identified the traditional, common language and semantic connotations communication, on the other – the author's vision. If the description of God, the day of goodness, justice it is used vocabulary containing these things (+ *good*). The concept of Satan, night,

⁵¹ Корунець І. В. Порівняльна типологія англійської та української мов : навч. посібник. Вінниця : Нова Книга, 2004. С. 366.

⁵² Osborn M. Archetypal Metaphor in Rhetoric: The GOOD-Dark Family. *Quarterly Journal of Speech*. 1967. Vol. 53. P. 25.

⁵³ Левицкий Ю. А. Теоретическая грамматика современного английского языка. Издательство Пермского университета, 2004. С. 25.

evil are associated with the presence of some (+ dark or – *good*), then antonymic opposition fire (as a weapon in the battle against Satan God) and the sun – individual way of structuring the lexical-semantic field of fiction⁵⁴.

In addition, metaphorical meanings are unevenly distributed on the parts of speech: metaphor *good* is commonly used as a noun. The only exceptions are non-conventional metaphors. Fresh metaphors of *good* are used only for those target areas that are already involved in the conceptual metaphors that reinforces the idea that the paradigmatic relations are available for use in the development of new meanings of words. On the other hand, the amount of fresh metaphors in the body is very small, the vast number of metaphors with the semantics of *good* are stable expression.

The concept *good* is both a benchmark and an assessment tool; it is gradual and varies in height and strength of value; *good* consists of two conceptual segments of moral and utilitarian. The stereotyped view of *good* as an element of the English world reflects the moral imperative and determines the dominants of morality, pleasantness, high quality and sufficiency in the English national culture, correlated with Christian ethics⁵⁵.

The proposed integrative linguocultural and linguistic-cognitive approach to the *good* concept allows us to interpret it as a cultural universal as an idioconcept, whose content is conditioned by the picture of the world of which it is a part. The specific character of the axiological concept of *good* is the unity and interrelation of its conceptual, value and figurative components. As a cultural universal, the concept of *good* reflects the basic moral and utilitarian values, that have evolved in the course of the development of civilization, which determine the presence in it of two PCMs “Spiritual” and “Material”.

The concept of *good* is represented on the lexical level by direct (primary) and portable (secondary) names. The basic, the most frequent lexeme, is *good*, whose seminal composition demonstrates the greatest number of criterial properties of the *good* concept, as well as its *synonyms*

⁵⁴ Charteris-Black J. *The Blackbird on the Shoulder. Gender & Metaphors of “Depression”*. Paper presented at the “7th International Conference on Researching and Applying Metaphor (RaAM 7)” on “Metaphor in Cross Cultural Communication,” held at the University of Extremadura, Spain, 2008. P. 26.

⁵⁵ Іваненко Н. В. Концепт добра у контексті філософії мови. *Наукові записки. Серія : Філологічні науки (мовознавство)*. Кіровоград : РВЦ КДПУ ім. В. В. Винниченка, 2002. Вип. 44. С. 136.

pleasing, kind, well behaved, virtuous, capable, healthy, useful, fine, suitable, valid, significant, whole, possessing an incomplete set of values inherent in the word *good*. In the English world, the concept of *good* is constructed metaphorically and metonymically, using the language tools of the secondary nomination. Metaphorical and metonymic mapping represent different approaches to constructing a concept that complement each other and form a holistic of *good*⁵⁶.

The core includes up to 30 lexical units (microfield benefit), expressing the concept of *good* things or actions, good morals. They are united in microfield, nuclear unit which is to benefit lexical unit *good* (n), so between them there are direct semantic links. The mentioned microfield has the greatest number of sems – 252 semantic components and the most common sem nuclear unit *good* – 60%).

Semantic components “*good*” (adj.), “*good*” (n), benefit are active (available in 20% or more units), they combine linguistic units of specified microfield by different types of paradigmatic relations, privative and identity.

Number of lexems of microfield *happiness* is 22 lexical units, 119 sem (68 of them with common kernel). The most active sems of this microfield is semantic components “*success*”, “*fortune*”, “*luck*”. Opposition to equipollent is observed between units of *happiness* – *felicity, fortunate* – *lucky, fortune* – *luck* – *chance* – *hap*, that the system is ideographic English synonyms.

Lexemes of these microfields reflect the most essential features of the concept of *good* in the English language and contain the largest number of key common sem of *good*. Zone which is around nuclear has microfields as *happiness, good, good*, as their nuclear units are part of semes of nuclear microfield, and therefore the associated direct links are as follows:

Good → benefit of happiness;

Good charity → kindness good;

Good → good → good → friendly → good.

Units of the English language to describe concepts *good* exist in lexical-semantic field as elements of the system that are in opposition and differ due to differential sems. Basing on the principle of direct / indirect ties and quantitative criteria we refer units of microfields which are related to key lexemes of semantic field of direct links and contain the largest number of joint sem of nuclear of lexeme *good*.

⁵⁶ Зеленецкий А. Л. Сравнительная типология основных европейских языков: учеб. пособие. М. : Академия, 2004. С. 28.

Between units of field it is installed paradigmatic semantic relation, which appear in the privative relations and oppositions of identity. This provided an opportunity to examine all sems set as a whole, which has a certain structure⁵⁷.

Conclusions

In general, the corpus approach is attractive for any theoretical framework in lexical semantics, for the basic reason that it provides an unparalleled empirical basis for lexical research. The wealth of data contained in the corpora – regardless from what perspective they are analysed – will simply benefit any research endeavour in lexical semantics, no less so in cognitive semantics than in other approaches. But more specifically and more importantly, there is a certain theoretical affinity between cognitive semantics and the distributional analysis of corpus data, an affinity that rests on at least the following three features. First, both approaches are explicitly usage-based. In fact, it is difficult to see how cognitive semantics can live up to its self-declared nature as a usage-based model if it does not start from actual usage data and a methodology that is suited to deal with such data.

Despite the similarities in the comparable lexical and semantic fields in both languages there are found differences in the semantics of individual lexemes, the number of units entering into certain relations and system of relations. This is due to a number of linguistic and extra-linguistic facts. The environment of the language personality functioning is determined by the organization and working in different types of contexts, especially because of the concept good.

The analysis showed that all the examples described by bipolar structure: + good / – good. In other words, decomposition of each unit to sems revealed that the plan of the contents of each lexeme, on the one hand, contain a common symptom of “the presence of good” or “no good” on the other – are unique to this unit features distinguishing lexeme from the other units of lexical and semantic field.

Among the distinctive features of lexical-semantic field of *good* in two languages there is not the same amount of semantic components in microfield. Differences are indicated as unequal types of paradigmatic of semantic relations and different number of common semes between peripheral units and nuclear fields.

⁵⁷ Vasylenko O. M, Horiainova V. V. The concept good in the English–language picture of the world. *Гілея : науковий вісник*. 2018. № 130(3). С. 263.

Summary

The article deals with research of the structure of the context components and ways of manner to ascertain the notion of the concept good in the language. The lexical components have the occasional character. It must be noticed, the context is determined as obligatory function to divide meanings of concept good in the English language picture of the world. Different lexical and grammatical classes show lexical-semantic field of concept good. It is merged on the general base good, resulting in them explicitly or implicitly. This approach allowed disclosing the structure connections between units in the lexical-semantic field good and the features of the language personality in various types of context.

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**1.4. THE LANGUAGE PERSONALITY OF THE AUTHOR
AND THE CHARACTER IN THE NOVEL
OF F. BEIGBEDER «99 FRANCS»**

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Introduction

According to the anthropocentric principle that became rather actual in the humanitarian sciences during the last decades, the cognitive-communicative approach is considered to be the defining aspect of verbal interaction. The main thing for anthropocentric paradigm is the study of the «man and language» and «man and text», that is conditioned by the development of such humanitarian disciplines as psycholinguistics, cognitive linguistics, social linguistics and so on.

The notion of the «language personality», is in the centre of science discoveries, and some names are connected with the study of it, such as O. Leontiev, Yu. Lotman, Yu. Karaulov, H. Bohin and other scientists. This term started to be widely used in linguistics in the 80–90-ies of the XX century.

Aforementioned notion «language personality» was used for the first time by V. Vinogradov in his scientific work «About prose fiction» (1930) and concerned the personality of the writer himself; afterwards this extended notion was added to the context of reflections about the author's artistic «self», the «image of the writer», «author's artistic representation», and its synonyms are «poetic personality», «artistic

and linguistic consciousness», «literary personality»¹. The practical application of the new approach was done by the scientist in the language and style research of the works of O.Pushkin, M. Gogol, F.Dostoyevskiy, A. Akhmatova and other famous poets and writers, and so the basis of interdisciplinary study of the peculiarities of the creative linguistic personality was made.

§ 1. The Implementation of the Concept of Language Personality in the Art Discourse

§ 1.1. The Structure of the Language Personality (according to Yu. Karaulov)

The concept of language personality was discovered by Yu. Karaulov in detail in his research «Russian Language and Language Personality» (1987)². He thinks that «Language personality is a kind of personality that is expressed in the language (texts) and by means of the language, it is such kind of personality that is reconstructed in his main traits on the basis of the language means»³.

The scientist offers such definition of the language personality structure that is introduced by three levels:

1) verbal-semantic level or lexicon; the structure of the inner lexicon of the personality is introduced in the language consciousness in the form of language units, lexical-semantic fields, synonymous and homonymic lines, thematic groups, syntactic structures, associative lines; lexicon is the lexicon is the lexical and grammatical knowledge, the basis for the linguistic world-image;

2) linguo-cognitive level, or thesaurus; it includes the notions, ideas and concepts and depicts the hierarchy of the spiritual values; the outlook of a person, her worldview, the system of knowledge about the whole world, that is determined by the dominant ideology finds place on this level;

3) motivational- pragmatic level or pragmation, that includes goals, reasons, settings, intentions of the personality; this is the level of action-related and communicative needs⁴.

¹ Виноградов В. В. Избранные труды: О языке художественной прозы. Москва : Наука, 1980. 360 с.

² The book was reissued. The citations in this article are done according to the 7th issue, 2010.

³ Караулов Ю. Н. Русский язык и языковая личность. Изд. 7-е. Москва : Издательство ЛКИ, 2010. С. 38.

⁴ Ibid. P. 52–57.

According to the scientist's concept, the verbal-semantic level of the language personality (her lexicon and grammaticon) is its zero level; the primary one is the linguo-cognitive (thesaurus), the second one is the motivational (pragmaticon): «...The language personality starts at the other side of the ordinary language, when the intellectual powers start to play, and the first level (after zero level) of its study is the revealing and establishment of the hierarchy of meaning and values in the worldview and the thesaurus»⁵.

In Yu. Karaulov's opinion, one can come to the study of language personality as the object of exploration and the research method using three different ways: psycholinguistic (by means of psychology and speech); linguodidactic (using language study patterns); and at last, by means of fiction study.

Nowadays the language personality has become the object of study of many areas of linguistics. For example, S. Yeriomenko distinguishes such of them⁶:

1) communicative competences, communicative strategies of the personality depending on the peculiarities of the discourse conduct (O.O.Pushkin, I.P.Susov, S.O.Sukhikh); with this approach the emphasis is done to the individual psychological peculiarities of a person, her temper, dominant motives of her activity; in this case the pragmatic level of language personality is in the basis of creating the typology of language personalities;

2) investigation of the real historical figure of the language personality (it can be a scientist, writer or a political figure) on the basis of the works, that are considered to be the famous person's heritage. In the process of investigation one must take into the account some psychological, philosophical and national constituents of the personality, her social characteristics and so forth;

3) investigation of the language personality taking into consideration some social and psycholinguistic factors of the evolution of the person's communicative competence. K.F. Sedov considers that the structure of a discourse is the result of the language personality's peculiarities her communicative competence capabilities. In such context it will be correct to study the language personality's competence in accordance

⁵ Караулов Ю. Н. Русский язык и языковая личность. Изд. 7-е. Москва : Издательство ЛКИ, 2010. С. 36.

⁶ Ёрьоменко С. В. Напрями дослідження мовної особистості у сучасній лінгвістиці. *Записки з романо-германської філології*. Вип. 2(33). 2014. С. 33-37.

to genre system forms that a person masters in the process of improvement of language skills and abilities;

4) investigation of the language personality of the character/characters of a work of literature that characterizes the individual and collective (shared) language personality based on her discourse (Ya. O. Bondarenko, I. A. Moriakina, T.I. Surian). This trend is characterized by the complex approach in the study of a language personality taking into account the communicative and cognitive aspects of the individual discourse.

The idea of Yu. Karaulov that «spirituality is made tangible in the speech actions of a man, his language conduct, in a broad sense – in the texts created by that person»⁷, it opens some prospects for the new view on the interpretation of the work of literature and the investigation of the author's language personality and his character.

§ 1.2. The Problem of the Language Personality of the Author and the Character of the Work of Literature: Theoretical Aspect

The work of Literature (fiction) is the complex artistic and aesthetic system, in which some things according to definite principles are combined, such as subjective- objective, unitary – multiple, general and specific and they obey the plan and the will of the author.

V. Vinogradov defines the author of the work of literature as the «artistic and language consciousness », that has some cognitive and language individual means of implementation of his own «self». The notion of the «author's image» introduced by him is a category in which some semantic, emotional, cultural and ideological intensions of the work of literature are introduced.

The imagery starts in the thesaurus; it is connected with the level of the concepts' hierarchy. As Yu. Karaulov puts it: «Any image <...> is obliged by his origin and appearance to the knowledge only and appears only when we leave the superficial and associative level and go deep into the thesaurus»⁸. The writer's ontology is depicted in the system of images.

Value-based targets can be presented explicitly whenever «lexically marked emotional-evaluative component is present»⁹, and implicitly –

⁷ Караулов Ю. Н. Русский язык и языковая личность. Изд. 7-е. Москва : Издательство ЛКИ, 2010. С. 70.

⁸ Ibid. P. 177.

⁹ Ibid. P. 239.

under such conditions it is necessary to create a metatext, which will explain goals and motives of the personality.

The extralinguistic information about the goals and motives should help to restore the pragmicon and also to transfer from one level of the language personality to another in the process of analysis¹⁰, and it means to describe the language personality's structure.

As is well known, the basic notions of the image system of the fiction world are the notions the author and the character of the work of literature.

Sharing the Khrapchenko's approach to the artistic (fiction) image we consider that an artistic image is a «creative synthesis of the generally significant, distinctive properties of life, the spiritual «self» of the personality, generalization of her imagination about the significant and important things in life, the embodiment of the perfection, ideal, beauty»¹¹. As Yu. Karaulov puts it, «the spiritual image of the personality, the world of her values, ideals, aspirations, that are expressed in the features of character and behavior stereotypes, the methods of thinking social life goals and specifically selected ways of its achievement make the core of the artistic image»¹². Yu. Karaulov singles out that the author himself but not his character is the real language personality in the work of literature¹³.

R. Bart and M. Fuko, having announced the «death of the author» and the independence of the text, free the text from interpretations, that are imposed by the author and open it to the new perusals that are not provided by him. The «death of the author» is accompanied by the birth of the reader: «To provide the future to the text it is necessary to destroy the myth about it – the birth of a reader must be paid by the death of the author»¹⁴.

However under the «opening» of the text for the multiple interpretations the notion of the coherent text is destroyed. The German scientist M. Freise points out rightly that the «cultural process

¹⁰ Караулов Ю. Н. Русский язык и языковая личность. Изд. 7-е. Москва : Издательство ЛКИ, 2010. С. 43.

¹¹ Храпченко М. Б. Горизонты художественного образа. Москва : Художественная литература, 1982. С. 78.

¹² Караулов Ю. Н. Русский язык и языковая личность. Изд. 7-е. Москва : Издательство ЛКИ, 2010. С. 69.

¹³ Ibid. P. 202.

¹⁴ Барт Р. Смерть автора / Избранные работы: Семиотика: Поэтика / пер. с фр. ; сост., общ. ред. и вступ. ст. Г. К. Косикова. Москва : Прогресс, 1989. С. 391.

of the twentieth century, starting with formalism and ending with poststructuralism had one goal: getting rid of the author to abdicate his most substantial category: his responsibility. It is the necessary centre, around which a meaning can crystallize. And this centre is an author himself. We need a bakhtin's term of responsibility»¹⁵.

The notion of the integrity of the work of literature is based on the special organization of the art system and the author stands in the centre of it.

M. Bakhtin was one of the first persons who actualized the problem of the author in the modern literary criticism: «The author doesn't only see and know all the things that every character sees and knows separately and altogether, but much more than that, moreover, he sees and knows something fundamentally unavailable for them, and in this always definite and excessive overage of the author's knowledge and vision in relation to every character, all moments of completion of the whole – characters as well as the work of are located»¹⁶.

In modern literary criticism the notion «author» is used in several meanings: а) bibliographic author – the creative person, who exists in the non-fiction, primary empirical reality; the creator of the fiction as a real person with his own biography; б) the image of the author, that is located in the fiction, the author's embodiment of his own self; в) creator who is present in the whole work of literature (fiction) inherent to him; the subject of the art activity, that creates the image of the artistic reality, comprehends and evaluates it.

According to V. Vinogradov, the image of the author is the main and ambiguous stylistic characteristics of the separate work of literature as a different integrity, as a basis that synthesizes a fictional text, as a concentrated embodiment of the «essence of the work», that unites the whole system of the speech structures of the characters in their correlation with the narrator – teller or tellers and by means of them being the ideological and stylistic centre, the focus of the whole»¹⁷. The author's inception goes through all spheres of the artistic whole, all the system of value landmarks and informational thesaurus.

As M. Bakhtin points it out, the author in his text «must be on the edge of the world created by himself as its active creator, because

¹⁵ Фрайзе М. После изгнание автора: литературоведение в тупике? *Автор и текст. Петербургский сборник*. Вып. 2. СПб., 1996. С. 32.

¹⁶ Бахтин М. М. Автор и герой в эстетической деятельности. *М. М. Бахтин. Эстетика словесного творчества*. Москва : Искусство, 1979. С. 14.

¹⁷ Виноградов В. В. О теории художественной речи. Москва : Высшая школа, 1971. С. 118.

his intrusion into this world destroys his aesthetic stability»¹⁸. Therefore the author's image is not identical to the real personality of the writer, though it correlates with it. Behind the «author's image» stands the personality of the author with its own lexicon, grammatical and pragmatical.

The relevance of the author's image concept for the modern linguistics is in the fact that it defines the new, author - centred paradigm of the research, according to which the language constructs are analyzed in the context of the subject of speech of the definite language personality.

According to Yu. Karaulov's research, one of the most bright and productive «models of the language personality» is the personalized literary figure. The other models of the language personalities of the work of literature can be the teller and the narrator.

The literary figure is a character, the subject of narration, personage. The language personality of the personage is characterized by means of his deeds, forms of communication and conduct, and also through his thoughts, feelings and intentions.

The artistic discourse is a system of interconnected language personalities: the language personality of the author and of the language personalities of all characters of the definite work of literature. The author shows his attitude to the characters' positions, principles and value orientation. The image of the character is the embodiment of the writer's idea, his concept; it exists in the limits of the artistic reality that is created by the author.

In the work of literature the distance between the author and his character is maintained. M. Bakhtin M. attracts attention to the peculiar dialogue, that appears between the author and the character, and he also underlines that the artistic creative consciousness and the author's will includes the characters' world and rises above them as the higher consciousness.

M. Bakhtin suggests three models of the author and character interaction:

1) the unconditional authority of the character: «the emotional and strong-willed setting of the character, his cognitive and ethic attitude in the world is so authoritative for the author, that <...> he can't find the convincing and stable valuable fulcrum outside the character»;

¹⁸ Бахтин М. М. Автор и герой: К философским основам гуманитарных наук. СПб. : Азбука, 2000. С. 35.

2) the author absorbs the character, and his attitude to the character is the part of the attitude of the author to himself, «the character starts to define himself, the author's reflex is put into the character's soul or words»;

3) the character himself is his own author, he comprehends his life in some aesthetical way, as if playing some role¹⁹.

So we can state the presence of different forms and levels of reality depicting in the process of its development by the author and the character/ characters that demonstrate the existence of the subjective consciousness, the creation of the personal « worldview» and the person's place in it, the evaluation of the deeds and events, that are depicted in the worldviews of every subject of speech. As B. Korman puts it, in the artistic text there can be three types of «subjects of speech»: the narrator («that is not defined and named, fully dissolved in the text»); the personal narrator («mainly named»); the teller (who fills the whole text by his own self)²⁰.

The background for the language personality research in the work of literature (fiction) is the lexical structure of the text. The objects of analysis in that case are the direct speech of a character, the fragments of different subjective correlation: inner, improper direct speech, improper author speech and the narrator's monologue speech.

M. Bakhtin suggests the differentiation between the author's speech and the character's speech, hence the character is perceived as the participant of the element of life, introduced in the work of literature, and the author exists within the limits of the world which was created by himself²¹.

Thus, it is not enough for the reproduction of the character's language personality to include his subjective speech area only. We can include into the area of analysis of the language personality, beside his speech discourse, some fragments of the author's evaluation of the character, and also some fragments of the character's evaluation by other characters. After all, the approach to the character as a language personality should include the reconstruction of his spiritual image, social belongings, psychological peculiarities, the level of education, age,

¹⁹ Бахтин М. М. Автор и герой: К философским основам гуманитарных наук. СПб. : Азбука, 2000. С. 44–49.

²⁰ Корман Б. О. Изучение текста художественного произведения : учебное пособие. Москва : Просвещение, 1972. С. 33–34.

²¹ Бахтин М. М. Литературно-критические статьи. Москва : Художественная литература, 1986. С. 311.

experience of the personality himself as well as the worldview that is defined by the linguistic picture that is peculiar for this or that language.

Everything mentioned below is true towards the author of the work of literature, who is besides initiates his own cognitive layers by means of generating the image of the artistic universe. The language personality of the author is included into the artistic discourse, but at the same time it creates this discourse, and it means that it rises above it.

The writer's language personality is realized in the artistic text that is marked by the author's personality, his individual style and imagery. In the process of creating the artistic text the author embodies the ideological content that is actual for him in the form of the artistic images. The surrounding dimension, the realities of the world act as a motive, and the result is presented in the language units of different levels.

The language personality of the author of the work of fiction includes the cognitive, mental, social, ethic and some other components, the combination of which is presented in the form of author's speech discourse, and in combination of the speech texts.

Thus, the problem of the language personality of the author and the character of the work of literature is very complex and multidimensional, and it is characterized by the complex approach to the definition of the communicative and cognitive aspects of the individual discourse. The analysis of the lexicon, thesaurus and pragmaticon of the characters and the author allows to approach to the work of literature as to the holistic artistic and aesthetic complete phenomenon, to draw conclusions about the individual and collective language personality, to understand the identity of the real author – the creator of the work of art.

§ 2. The language personality of the author and his character in F. Beigbeder's novel "99 Francs"

§ 2.1. F. Beigbeder as a real author of the novel

We will explore the language personality of the author and his character, who is also the narrator in the F. Beigbeder's novel "99 Francs".

F. Beigbeder's creative works attract attention not only the readers in France and some other countries, where his novels were translated, but also the modern literature researches. Some of them interpret the French writer's works as a display of the mass literature, some consider his works to be postmodern, and the some scientists investigate his

creative works in the context of transgressive literature²². But all investigators are sure that his works are sheer provocation, they contain the challenge to the morals, the destruction of social norms, and if to speak about the works of literature, some linguistic literary norms.

The study of the person of real author of the novel should help us to understand the conceptual content of the novel and the author's and his character's pragmatic better. «I write about the absurdness of our existence, as F. Beigbeder. puts it. – We live in the paranoid world. I write about the squalor of the rich. My characters are the symptoms of our epoch. They destroy themselves. They lost their hope because we are living in the epoch that forgot about the God»²³.

F. Beigbeder, who was in the advertising business for 10 years of his life, knew all the hidden mechanisms of influence of this so-called «terroristic monster» to the mass consumer and he devotes his novel to the debank of the «advertising totalitarianism» of the modern society. He votes for the right to «write such books that will open the people's eyes»²⁴. F. Beigbeder is famous for his lifestyle, he takes part in numerous protest meetings, for example, the movement called «The destroyers of advertisement» in Paris.

In one of his interview F. Beigbeder defines his novel «99 Francs» as «the Don Quixote». Only the mills are changed by the advertisement posters». «I wrote this book to claim: «Advertisement lies to us». I view serious question somewhat comically. The advertisement is a brand new censorship and ideology, so we should struggle with it with the help of satire and humour». F. Beigbeder calls himself not a «cynic», but a «moralist» and a «romanticist»²⁵.

§ 2.2. The Language Personality of the Character – the Narrator in the First Part of the Novel

The composition of the novel consists of six parts that are called with the help of personal pronouns («I», «You», «He», «We», «They»), that is, in fact, a request for the inclusiveness of the ideological and conceptual

²² Bauer-Funke C. «Pas d'alternative au monde actuel». Poétique de la transgression dans 99 francs de Frédéric Beigbeder / Wolfgang Asholt, Marc Dambre. Un retour des normes romanesques dans la littérature française contemporaine. Troisième partie. P. : Presses Sorbonne Nouvelle, Parution, 2011. 318 p. P. 275–292.

²³ Фредерик Бербедер: «Я – ломщик рекламы!...». URL: <http://sostav.ru/columns/league/2004/stat31/>

²⁴ Ibid.

²⁵ Ibid.

center of the novel's discourse. In every part of the novel the change of style can be traced, and as to the main character, Oktav Parango, he either plays the role of independent instance or the role of the passive object of the artistic discourse.

At first sight the reader may seem to consider the novel to be the confession of a main character, the narrator called Oktav Parango. This character's name reminds us the main character of A. De Musse's novel «The Confession of the Century's Son» Oktav, a romantic character, who is neglected and disappointed by life and challenges his epoch. The characters are brought together by the total disappointment in life and in society, the loss of ideals and values, the premature soul's senescence, concentration on inner feelings without the absence of the active life position. The main character's last name in Beigbeder's novel is Parangon, and it is noted in the novel's text we should interpret as an «example, the perfect diamond, the perfect pearl», and in this fact the author's irony can be seen. The character himself in his ironic manner and superiority points it out: *J'écris la confession d'un enfant du millénaire* (I'm writing the confession of the millenium's son) (I, 4)²⁶.

The character's story about the totalitarian world of «advertising terrorism», about the people who work in this business, himself and the civilization of consumption is done in the form of direct evaluation. Oktav's characteristics as a language personality is based on the special and individual style of narration, using mainly conversational, sometimes slang vocabulary, some peculiar syntax, that subordinates some pragmatic settings. His motivation is determined, firstly, by the selfish aspirations, when the fear for one's life subordinates the desire to get the decent compensation: *J'écris ce livre pour me faire virer. Si je démissionnais, je ne toucherais pas d'indemnités... Je préfère être licencié par une entreprise que par la vie. CAR J'AI PEUR.* (I write this book to force myself to be fired. If I go at my own will, I won't get my compensation... I want to be fired from the company rather than from life. BECAUSE I AM AFRAID) (I, 1).

The character himself, who devotes his novel to the exposure the society of consumption and advertising, shows himself as an «advertiser», «text conceptualist», the author of the advertisement texts and slogans, hence the professional component of the character's personality sets the place of honour in the structure of his consciousness, and it is shown from the first pages of the novel: *Je suis*

²⁶ Novel cit.from: Beigbeder F. 99 francs. URL: <https://avidreaders.ru/read-book/99-francs.html?p=1>

publicitaire: eh oui, je pollue l'univers. Je suis le type qui vous vend de la merde. Qui vous fait rêver de ces choses que vous n'aurez jamais. Ciel toujours bleu, nanas jamais moches, un bonheur parfait, retouché sur PhotoShop. (I am an advertiser: oh yes, I pollute the environment. I am the one who sells you shit. The one who force you dream to have some things that you will never have. The constantly blue sky, always attractive girls and a perfect happiness done in PhotoShop) (I, 2); *«Je passe ma vie à vous mentir et on me récompense grassement. Je gagne 13 000 euros (sans compter les notes de frais, la bagnole de fonction, les stockoptions et le golden parachute)»* (I live by means of lying to you, I and I am paid as in hell for this. I get 13 000 euros (not taking into account the representative's, the company's wreck, exchange shares and golden parachute)) (I, 2).

The lexicon of the character is presented by the stylistically reduced, bad language, vulgarisms, obscene words («*shit*», «*wreck*», «*much as hell*», «*damn car*», «*scum*», «*junk*»), that combine with the official vocabulary («*attractive girls abd perfect happiness*», «*will be excited because of a ... sacred ceremony*») and show that the man is well-educated, but depraved by his own lifestyle, and by the highness on which he managed to get in the eyes of the modern society. Thus, the self-presentation of the character characterizes his as a language personality, who is well- educated, ironic and even sarcastic, intellectual and cynical.

Moreover, there is a large number of barbarisms in the lexicon of the character – these are English words that can be often seen in the French text: (*PhotoShop, golden parachutes, call-girl*). They are used very often in the slogans and aphorisms in the text of the novel: *C'est trop wonderful. C'est si cool; Les marques ont gagné la World War III contre les humains.* (Trademarks won the World War III) (I, 4). English words (*whisky, coke*) characterize not only the professional language of the character, but his everyday mode of communication.

V. Sylin attracts attention to the fact that such language is contemptuously called *franglais* in France and is condemned by the official government and society²⁷. The stylistic device of using barbarisms serve the creation of the character's image that challenges the society in such a way, demonstrates the contemptuous and disparaging attitude to him.

²⁷ Силин В. В. Лексико-стилистическое своеобразие романа Ф. Бергедера «99 франков». URL: <https://cyberleninka.ru/article/n/leksiko-stilisticheskoe-svoeobrazie-romana-f-begbedera-99-frankov>

The combination of the artistic and journalistic style, the inclusion of the plain facts into the artistic discourse, that strikes by its contrasts and some given figures (for example: *La fortune personnelle de Bill Gates équivaut au PIB du Portugal. Celle de Claudia Schiffer est estimée à plus de 30 millions d'euros. 250 millions d'enfants dans le monde travaillent pour quelques centimes de l'heure.* (Bill Gates' personal fund is equal to Portugal's GDP. Claudia Schiffer's huge fortune is more than 30 million euros. 250 million children in the whole world work for some centimes per hour only) (VI, 5)), the vast amount of rhetorical appeals, interrogative and exclamatory sentences attract the attention to the character's personality and his intentions and create the dynamism of the narration : *Vous me dégoûtez, minables esclaves soumis à mes moindres caprices. Pourquoi m'avez-vous laissé devenir le Roi du Monde?* (You are disgusting to me, miserable slaves, who make my every wish come true. Why did you allow me to become the Lord of the World?) (I, 2).

According to the typology of the language personalities due to the type of the communicative interaction (К. Ф. Седов), the narrator of the novel stands for the centered type of the speech conduct with some prevailing settings on himself and ignorance of the communication partners. He is characterized by the usage of the aggressive and shocking type of communicative conduct that lies in the evaluation of the events and phenomena, imposing his own point of view and exaggerated definition of self-importance.

§ 2.3. The Play with the Subjects of Narration As the Plot-Making Principle of F. Beigbeder's Novel

In the next part of the novel the main character of it – Oktav Parango is the subject and object of narration simultaneously. The second part of the novel called «You» is presented by the other, different type of the narrator, who addresses the narrator refers to the main character as *you*. He appeals to the character and to the reader, by means of dialogues and monologues giving the WORD to Oktav himself.

S. Meshcheriakov suggests that the «narration is still going from Oktav's perspective», and «the reader observes the process of self-reflection, that reminds the subject's inner dialogue which seem to split his own «self» into two parts and defines himself as the different personality»²⁸. The language personality of the narrator of this chapter

²⁸ Мещеряков С. В. Проблема автора и ее художественная интерпретация в романе Ф. Бегбедера «99 франков». *Гуманитарные науки. Филология и искусствоведение. Вестник ТГУ.* 2013. Вып. 6(122). С. 134.

has some individualized features, but at the same time one can observe the extreme closeness to the main character in the conceptual and speech sphere. Thus, the narrator of the second chapter gives the evaluative characteristic to the civilization that coincides with Oktav's evaluation, that predicts its end: *Cette civilisation repose sur les faux désirs que tu conçois. Elle va mourir* (This civilization is built on the wrong desires, that you erect and warm up. It is doomed to death) (II, 2).

The disorder in the character's consciousness is caused by the inner conflict that the character undergoes and he also wants to stop the process of falling the world into the abyss, but he doesn't do anything to stop it, moreover he even accelerates it: *Mais tu n'as rien fait pour redécorer le monde*. (But you haven't done anything to change this world for the better) (II, 2). Definite-personal sentences create the generalizing effect, hence the reader is involved into the problem field of the narration.

Thanks to the appearance of the effect of distancing from the consciousness of the main character, the straightforward style of the narration changes into some other emotional background of the narration. The main character's thesaurus is represented in the second chapter of the novel by the concept «the ideal consumer». In the third chapter the impersonal narrator who stands near Oktav (or his alter ego), gives him the additional characteristics: *Tu es à la pointe de la société de consommation et à la cime de la société de communication*. (You are at the top of consumer society and the society of communications) (II, 3).

The 7th chapter of the second part contains the extended description of things that the main character possesses and it seems that he rose to the bait of the advertising business himself, consuming the world best and most expensive brands. Among the brands in the list one can mention clothes, electric appliances, crockery, photographs of the main character together with some celebrities, among which one can name such as «*Inès Sastre, Gérard Depardieu, Ridley Scott, Eva Herzigova, Naomi Campbell, Caria Bruni, David Lynch, Thierry Ardisson*», *des portraits de toi par Mario Testino, Ellen von Unwerth, Jean-Baptiste Mondino, Bettina Rheims, Dominique Issermann*. (II, 7). The photos, autographs, pictures, ordered pictures are the display of «spirituality» of the «homo consummatus».

The narrator asks a rhetoric question – how can a person be so unhappy having such a luxurious life and possessing all that things: *Avec toutes ces choses qui t'appartiennent, et la vie confortable que tu mènes, logiquement, tu es obligé d'être heureux. Pourquoi ne l'es-tu*

pas? Pourquoi plonges-tu sans cesse ton pif dans la schnouff? Comment peux-tu être malheureux avec 2 millions d'euros sur ton compte en banque? Si tu es au bout du rouleau, alors, qui est à l'autre bout? (Having all these things and such comfortable life it's logical that you must be obligatory happy. But why there is no happiness? Why are you sniffing junk all the time? How can you be so displeased having 2 million euros at your bank account? If you are really at the edge of the abyss who at the bottom of it then?) (II, 7).

The third part which is called «He» is a story from a third person, and Oktav moves to the state of the object of an artistic discourse. The narrator of the third part tries to distance himself from the character, he gets to know much more than the narrator Oktav knows himself (in the sixth chapter the narrator knows about Sofia's relations with Marronnier and it is unknown to Oktav: *Elle était enceinte de lui mais ne l'aimait plus. Elle le trompait depuis un mois avec Marc Marronnier.* (She was pregnant from him but she didn't love him any more. She has been with Mark Marronnier for a month) (III, 6)).

In the fourth chapter of the novel is called «We», the character speaks on behalf of the powerful advertising corporation: *Nous, c'est-à-dire toute la Rosse Europe: Jef, Philippe, Charlie, Odile, les stagiaires, les puissants, les inutiles, et moi, Octave... Nous, c'est-à-dire tous les parasites entretenus par l'argent de la Rosse: propriétaires de chaînes de télévision, actionnaires de grands réseaux radiophoniques, chanteurs, acteurs, photographes, designers, hommes politiques, rédacteurs en chef de magazines, présidents de grands magasins, nous les décideurs, nous les leaders d'opinion, nous, les artistes vendus, reconnus ou maudits, nous pleurons.* (We – it means all European agency of "Ross"... all parasites who live on "Rosse's" money: the TV channels' owners, stock holders of the large radio stations, famous singers, actors, photographers, designers, politicians, journals' chief editors, huge department store's directors, we – who decide everything, influence the society's opinions, we are all venal artists) (IV, 1).

The comeback of Oktav Parango, the narrator of the first part takes place, and he acts on behalf of all advertisers and merges with them. The process of growth with other advertising business representatives is declared in the fourth chapter: *Nous serons riches et injustes... Nous soufflerons le chaud et le froid pour terroriser tous nos employés... Nous serons dangereux et hyperfétatoires... Nous resterons dans l'ombre «même en pleine lumière». Nous serons fiers d'avoir d'aussi importantes irresponsabilités.* (We will become reach and unfair... We will breathe fire and chill to terrorize all our co-workers ...We'll be dangerous

and tremendously revengeful ... We'll stay in the shadow «even being in the bright light». We'll be proud of our irresponsibility) (IV, 4).

Under the conditions of preservation of the pragmation of the linguistic personality one can observe the expansion and deepening of his conceptual sphere: some new details are added to the «advertising terrorism».

From the point of view of psychological approach, Oktav is characterized as an unstable type, who is irresponsible and inclined to entertainment and enjoyment and also to different types of chemical dependence. With the weakening of his strong-will (cocaine, alcohol, sexual depravity, the absence of moral and ethic norms and the serious purpose in life) the character seems to be unable to decisive actions. With the help of the main character's inner speech the author underlines the character's manipulative nature and his absence of responsibility not only for other people's deeds about for his own as well: having got a position of a creative director of the European brunch of a «Ross» company, Oktav finally leaves his dream to make an attempt to change the world for the better, justifying his own point of view by his «objective» reasons (the powerful system is so strong that one can't change it).

The well-considered novel's composition makes it possible the direct appeal of the narrator to the reader (chapter «You») in his provocative and shocking manner: *Vous êtes les produits d'une époque. Non. Trop facile d'incriminer l'époque. Vous êtes des produits tout court. La mondialisation ne s'intéressant plus aux hommes, il vous fallait devenir des produits pour que la société s'intéresse à vous.* (You are the product of the epoch. Oh no. It would be too easy to curse the epoch in all sins. You are just the products. Globalization is no more interested in people, that's why you must become a product if you want the society to attract attention to you) (V, 5).

The critical and rational character's view to the society of consumer is shown with the help of invectives, which are directed towards the capitalist society itself, it prospers on the account of myths and simulacrum, that are created and spread with the help of advertisement.

The frequent changes of the narration instances in the fifth chapter allows us to speak about the increase of the emotional and psychological tension, which the character experiences. Thus, the narrator's «I» in the fourth chapter changes into «You»: *Et voilà, elle t'embrasse une dernière fois et tu laisses filer son poignet gracile. Tu la laisses partir parce que tu laisses tout le monde partir.* (Here and here she kisses you for the last time, and you allow her thin wrist to slip away.

You let her go, because you have let everybody go) (V, 4). In the sixth chapter the narrator speaks about Oktav's triumph and fall, choosing «You» form of addressing him: *Vous en voulez un peu à Tamara de vous avoir faussé compagnie mais ce n'est pas grave.* (You are slightly mad at Tamara for the reason she's left you but it doesn't matter); *Trois policiers vous ceinturent toute la profession mondiale.* (Three cops catch you in front of everyone in the advertising agency) (V, 6). As a result of such changes in the object and subject of the narration one can observe the effect of fake and illusiveness of all that happens in the main character's mind (under the influence of drugs and alcohol).

The shock that a main character undergoes, when he came to know the truth about Sofie is the apogee of his psychological worries, it is the climax and the preparation for the denouement in the last chapter. Time and time again one can observe the theme of death and suicide in the novel. In the seventh chapter: *Tu accuses le coup. Elle était au Sénégal quand Marronnier s'est suicidé...* (You are shocked. He was in Senegal when Marronnier committed suicide..) *Ce n'est pas la première fois que tu chiales depuis que tu es incarcéré.* (It's not for the first time when when you cry after you find yourself in prison) (V, 7). The emotional instability of the main character is traced by the inner narrator, who evaluates the mode of conduct of the characters: *En fait, pour des durs à cuire, vous chialez assez souvent, Charlie et toi.* (To tell the truth, you whine too often as for such tough men as you and Charlie ...)) (V, 7).

The frequent change of the narration instances can be observed as a play with the subject of narration: the unexpected non-personal outer narrator tends to be the narrator himself: *Tu pleures encore à l'heure où tu écris ces lignes* (Even now, when you are writing these lines, you are still crying) (V, 7).

The peculiarity of the sixth chapter (called «They») is ambiguity of the interpretations. It is characterized by the difficult relations between the subjects and objects of narration. In the first and the third chapters one can observe the presence of the impersonal teller who has the unlimited knowledge, he is non-subject, implicit, omniscient and impersonal. He tells about Sofie and Mark Marronnier's life at the island of Ghosts. It seems that they didn't really die, but just ran away from this world, which is distorted by the advertisement: *Ils ne sont pas morts: ils sont sur une île* (They didn't die, they live on the island) (VI, 1).

In the second chapter of the sixth part we observe that the impersonal teller gives the roles to Mark and Sofie. That's why in the third chapter they seem to play Patrik's and Caroline's roles and in this

way they're living not theirs, ghostly lives in the extramundane reality, on the island that one cannot find it on the map of the world.

The fourth chapter demonstrates the frequent changes of the subject and object positions: it seems that Oktav-the-narrator exists everywhere, because he knows about Mark and Sofie's stay on the island: «One day when I am dead I will find them there...on the island» (VI, 4). At the same time the narrator's words give the possibility for another interpretation: *J'imagine Sophie sous la lune* (I imagine Sofie under the Moon). The reality and illusiveness of events remain incomprehensible for the reader.

Further narration offer the interpretation of events on the basis of the mental state of the main character who gets to know about Charlie's suicide, glues the reproduction of the Gauguin's «Pirogue» above his bed, gets sick with tuberculosis and sits in the isolated cell. The immersion into the picture's reality inspires a dream of the ideal life on the island: *Je regarde La Pirogue, cette scène idyllique, ce couple et leur petit bébé* (I examine the «Pirogue», this ideal picture, the married couple with their small child). Unrealizable future, repentance in the chosen life path, lost possibilities – such thoughts and feelings provoke the character's intense emotionality: *...tu verras, je vais les rejoindre dans l'île fantôme, vous le croyez, ça, oui, c'est clair que j'ai pété les plombs, et je nage sous la mer, je bois la tasse, je me sens si bien, et le coucher de soleil de Gauguin ressemble vraiment à une explosion nucléaire.* (...you'll see, I will join them on the ghost island, you believe that yes, it's clear that I've gone mad, and I'm flying above the sea, I'm drinking the bowl, I feel so good, and Gauguin's sunset really looks like the nuclear explosion) (VI, 4). The syntax of the last passage of the fourth chapter of the sixth part is full of complex sentences, and it creates the effect of the extreme emotionality of the main character and his somewhat confused mind.

The keynote of the fifth part are some words that the author distinguished with the help of the italics and repeats for several times: *Pas d'alternative au monde actuel* (There is no alternative to the modern world) (VI, 4). The story is conducted on behalf of the non-personal teller, «someone», «nobody», as S. Meshcheriakov²⁹ told it. The scientist considers that this line should be addressed to the Oktav as well as to the narrator or Mark. And also to the author's consciousness itself as the

²⁹ Мещеряков С. В. Проблема автора и ее художественная интерпретация в романе Ф. Бегбедера «99 франков». *Гуманитарные науки. Филология и искусствоведение. Вестник ТГУ.* 2013. Вып. 6(122). С. 135.

author's reflex as to the destiny of a modern man who changed the existence by the consumption»³⁰.

The last pages of the novel is the mindflow of «some» non-personalized character, who is convinced in the absurdity of the existence and the absence of any decent purposes in life in the world without alternatives. The ironic mode of the narration is removed for some time and is changed into reflections about the charm of death. The philosophic reflections of the of the character who distances from any temptations in life (whether in the centre of civilization or on the uninhabited island), is rising onto the level of realizing the problems of finality and exhaustion of life : *l'homme est un accident dans le vide intersidéral; pour arrêter de mourir il suffit d'arrêter de vivre; perdre le contact... ne plus rien peser; crawler entre les anges et les sirènes; nager dans le ciel; voler dans la mer; tout est consommé; au commencement était le Verbe;* (a man is just a case in the interstellar void; in order to stop dying it will be enough to stop living; to lose contact... to lose weight; to flow among angels and syrens; to fly in the sky; everything has already happened; in the beginning was the Word) (VI, 6).

Thus the composition of the novel and its division into some parts fix the formal change of the objects of narration: «He», «We», «You», «They». Inside these parts the change of the narrative instances happens, and close to the end of the novel it gets more frequent and chaotic. The game with the subjects and objects of narration that acts as a plot-making principle of F. Beigbeder's novel «99 Francs», confirms the idea of subordination of the main character's image to the author's beginning. The structure of the language personality of the main character, whose consciousness stands in the split form and subordinates to the unity of the pragmatic and motivational settings, the singular thesaurus of the linguistic personality of the author, that organizes the artistic discourse of the novel into one unity.

Conclusions

The cognitive and communicative approach that defines the development of the humanities of the last decades is characterized by the close attention to the problems of man and the text. The notion «linguistic personality» is in the centre of scientific works; it was proposed by the academician V.Vinogradov, and thoroughly worked out

³⁰ Мещеряков С. В. Проблема автора и ее художественная интерпретация в романе Ф. Бегбедера «99 франков». *Гуманитарные науки. Филология и искусствоведение. Вестник ТГУ*. Вып. 6(122), 2013. С. 136.

in the works of O. Leontiev, Yu. Lotman, Yu. Karaulov, G. Bohin and other scientists.

According to Yu. Karaulov's definition, the linguistic personality is a personality that can be reconstructed on the basis of the texts, created by herself. The scientists proposed to distinguish several levels in the structure of linguistic personality: verbal-semantic (lexical and grammar «bricks» to built the linguistic picture of the world); linguistic and cognitive (notions, ideas, concepts that specify the worldview of the personality) and motivational and pragmatic level (purposes, motives and intentions of the personality).

One of the ways of linguistic personality's studying is the investigation of the discourse of the work of literature, and also the linguistic personality of the author and his character.

The problem of the linguistic personality of the work of literature's author and the character is very complex and multidimensional; the centre that organizes the artistic world of the novel is a linguistic personality.

The hierarchy of the relations between the linguistic personality of the character-narrator and the author is considered on the example of the novel by modern French author F.Beigbeder «99 Francs». The plot-making principle of the novel is the game with the subjects of the narration, the constant change of the narration instances which is set by the novel's composition – there are six parts called by the personal pronouns «I», «You», «He», «She», «You», «They».

The analyses of the subject's and object's three levels of discourse, their thesaurus, lexicon and pragmaticon gives us reasons to assert that the image of the author rises above the narration, subordinates it to the ideological and aesthetic intention and is really an organizing instance in the novel.

Summary

The novel is devoted to the author and the character's linguistic personality of the work of literature investigation taking the novel of F. Beigbeder «99 Francs ».as the example.

The term «linguistic personality», that is associated with the works of O.Leontiev, Yu.Lotman, Yu. Karaulov, G. Bohin and others is introduced to the active linguistic usage in the 80–90-th of the XX century. Nowadays one can observe the formation of some linguistic directions that study the linguistic personality from the point of view of psycholinguistics, linguistic didactics, artistic discourse and so forth.

F. Beigbeder's novel is of considerable interest from the point of view of study of the linguistic personalities of the character/characters and the author hierarchy. The novel consists of six parts introduced by the personal pronouns «I», «You», «He», «We», «You», «They». One can observe the change of the narration instances in every part, and the main character acts as a subject, and he also acts as passive object of the artistic discourse.

The peculiarity of the style of novel written by Beigbeder is defined by the homogeneity of the lexico-sylistic means, syntactical and graphical devices, that are used by different subjects and objects of narration, mutual pragmatic means and the single worldview of the characters, and it gives us grounds to assert that the linguistic personality of the author is the organizational, ideological and aesthetic centre of the narration.

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CHAPTER 2. FORMATION OF LANGUAGE PERSONALITY

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2.1. FORMATION OF THE LANGUAGE PERSONALITY OF A STUDENT-PHILOLOGIST BY MEANS OF INTEGRATED PROFESSIONAL COMMUNICATIVE COURSE

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Introduction

The radical changes taking place today in the political and socio-economic spheres of society have determined the appropriate changes in the spiritual world and the shift of emphasis in the traditional education system. As a result, modern education in Ukraine is constantly faced with many urgent problems, and the future of the society depends on their solution. However, the central, in fact, is the problem of communication.

The determining factor in the training of philologists is the formation of professional and communicative skills, which are the basis of the language personality of a modern student-philologist, as well as the appropriate methodological support of this process. These skills are an important indicator of their readiness for the professional activities – their research work, their performance and their teaching efforts. In other words, the future state of education and progress of the Ukrainian society in some way depends on the level of formation of the specified skills and on the methodical decisions of their formation. And pedagogy and methodological science have approached the fork from

which different paths can be laid, both to the development and to the degradation of education. Therefore, the transition to a new paradigm of education, which is dominated by the idea of innovative approaches, changing priorities and guidelines, is not only justified, but also able to ensure the development of a person focused on broad and active social interaction.

Thus, it is inevitable to find new solutions in the field of improving the professionalism of future teachers, improving methodological tools that combine fundamental theoretical knowledge with practical training, development and implementation of an effective system of formation of communicative skills of philologists.

A retrospective look at the development of science shows that the strict need for linguistic, psychological, pedagogical and methodological research arises at sharp turns in history, when there are qualitative changes in social processes and phenomena. So it was in the Renaissance, in the Modern times, so it is in the present era – the era of globalization.

In the 60's and 90's in European philosophical thought (K.-O. Apel, J. Habermas, M. Riedel, etc.) there was a communicative turn, thanks to which the comprehension of linguistic communication, language and speech was deepened to the beginnings of human understanding of the world. And it prepared the theoretical and methodological conditions for understanding the role and place of communication in society.

In modern linguistics, the priority is to study the communicative interaction of individuals, focused on dialogue in relation to the dimensions of language, environment and culture, which stimulated the development of such disciplines as text linguistics, speech theory, linguopragmatics, cognitive pragmatics, sociopragmatics, functional pragmatics, paralinguistics and the introduction of such concepts as "communicative competence" and "language personality" to the scientific apparatus.

In recent decades, a new scientific discipline has been actively formed and theoretically substantiated in the modern scientific space – "speech influence" (I.A. Sternin), which considers the effectiveness of communication and focuses on the practical needs of society.

In psychology, the study of pedagogical communication gained its perspective and dynamics. It was carried out at the theoretical level and in practical developments and recommendations on the factors of successful formation and development of speech skills, psychological foundations of communicative activity of the teacher, his/her individual

psychological and professional qualities, features of organization and management of educational activities of students.

In modern pedagogy, the emphasis is on the dialogical essence of learning, the development of professional "technology" of interaction, which appears as a subject-subject communication, the introduction of a system of personality-oriented learning.

Mastering the profession of a teacher of philology is mastering a specific activity, which is based not on the amount of knowledge in general, and knowledge of the language in particular, but on the speech activity. Therefore, it seems justified to talk not only about the professional and communicative activities of the teacher-linguist, but also about the need to form the linguistic personality of the student-philologist.

§ 1. The Problems of the Formation of the Linguistic Personality of a Student-Philologist

The concept of linguistic personality is widely covered in the humanitarian sciences. In linguistics, there are different approaches that in one way or another characterize the linguistic personality and highlight its features. Some scientists¹ (L.E. Azarova, L.R. Ermakova, A.P. Sedykh) distinguish the following approaches: polylectal (multi-human) and idiolectal (specifically human) personality (V.P. Neroznak); ethnosemantic personality (S.G. Vorkachev); elite linguistic personality (T.O. Kochetkova); semiological personality (A.G. Baranov); Russian language personality (Yu. M. Karaulov); language and speech personality (Yu. E. Prokhorov); linguistic personality of western and eastern cultures (T.M. Snitko); vocabulary language personality (V.I. Karasyk); emotional language personality (V.I. Shakhovskiy) and others.

This wide range of approaches demonstrates the significance and relevance of the concept of "linguistic personality" for modern science, as well as the possibility of using scientific achievements for practical use in various fields of human activity. In linguodidactics, this concept is associated with the scientific work of Georgy Isayevich Bogin and his model of linguistic personality. The scholar claimed that the linguistic personality is "the central concept of linguodidactics" and considered

¹ Азарова Л. Е. Понятие языковой личности в лингвистике. *Annales Universitatis Mariae Curie-Sklodowska, section FF – Philologia. Lublin–Polonia*. Vol. XXXV. 1-2017. С. 169–183 ; Ермакова Л. Р., Седых А. П. Языковая личность и способы ее манифестации. *Научные ведомости. Серия Гуманитарные науки*. 2010. № 8(89). Вып. 7. С. 81– 87.

it in terms of "readiness to create speech acts"²; linguistic personality is characterized here "not so much by what he/she knows about the language, but by what he/she is able to do with the language"³. Thus, not only "the knowledge of a language" is important, but also "the language acquisition" and "the willingness to use it"⁴ are of a great importance. The author identifies the elements that are necessary for a developed linguistic personality at the stage of its development, which requires "the unity of all functions of language in speech activity", namely: subject-visual, expressive, connotative-attractive, phatic, aesthetic-poetic, metalinguistic ones. But the realization of these opportunities occurs only "in speech works"⁵.

It should be noted that today there are different views on the linguistic personality in linguodidactics. This is the linguistic personality of Lyubov Ivanivna Matsko, who considers and characterizes the linguistic personality of the teacher-linguist, taking into account the realities of modern language education. The researcher emphasizes that these are "language-communicative social demands, motivational needs and perfect competencies; thorough language knowledge and mobility of their use; language consciousness; national cultural conductivity of the language personality, knowledge of concepts and language signs of national culture; language ability and language capability; language sense, language taste; conscious aesthetic language behaviour; language stability"⁶.

This is also the technology of formation of the linguistic personality of the teacher-philologist on the basis of the competence approach of Tetiana Volodymyrivna Symonenko, where the scientist emphasizes the importance of the cultural factor that "fully influences the formation of the linguistic personality of the teacher-philologist in the modern educational paradigm."⁷ And the views of Natalia Mykolaivna Ostapenko, who offers to consider the model of "ideal teacher-

² Богин Г. И. Современная лингводидактика : учебное пособие. Калинин : Калининский гос. ун-т, 1980. С. 3.

³ Ibid. P. 4.

⁴ Ibid. P. 7.

⁵ Ibid. P. 8–9.

⁶ Мацько Л. І. Українська мова в освітньому просторі : навчальний посібник для студентів-філологів освітньо-кваліфікаційного рівня «магістр». Київ : Вид-во НПУ ім. М. П. Драгоманова, 2009. С. 84.

⁷ Симоненко Т. В. Технологія формування мовної особистості вчителя-словесника на основі компетентнісного підходу. *Лінгводидактична компетентність майбутнього вчителя-словесника: теоретико-практичний аспект. До ювілею Н. М. Остапенко*. Черкаси : видавець Чабаненко Ю. А., 2016. С. 44.

philologist" through the prism of the language personality of the teacher, in which the scientist clearly traces the *linguistic* aspect (perfect language skills according to the types and styles of speech; deep knowledge of all language subsystems; readiness for linguistic self-improvement, knowledge of the theory of training and upbringing, mastery of innovative teaching technologies, knowledge of modern communication technologies, ability to organize independent language and cognitive activities of students, etc.) and *communicative* aspect (the ability to combine educational, developmental and upbringing goals in the classroom by means of communication; the internal readiness to promote the language in extracurricular activities among students and adults; the ability to reveal the beauty and richness of language; the ability to use language tools to get acquainted with the values of people and maintain folk customs and traditions, etc.)⁸.

It is not difficult to notice that linguodidactists are looking for a universal model of language personality for a teacher of philology. Summarizing the list of characteristics that describe the linguistic personality of a teacher of philology, we can identify several main aspects, namely: linguistic, speech, social and aesthetic ones. Based on them, in our opinion, we can best reveal the ways of forming the linguistic personality of the student-philologist, for whom language is the purpose and task of learning, and a means of transmitting information and a form of communicative interaction. For that reason, in linguodidactics there is a tendency to expand and deepen the understanding of linguistic personality.

In defining the linguistic personality of a philology student, it seems appropriate to rely on the definition of *professional and communicative skills*⁹, as well as on the modern characteristics of a philology teacher. So, the basic definition of the linguistic personality of a philology student will be the following: *the linguistic personality of a student-philologist* is a complex integrated system that has a clear social and active nature, based on a set of professional linguistic and pedagogical communicative knowledge, skills and abilities to effectively communicate in various areas of communication and which are able to

⁸ Остапенко Н.М. До проблеми побудови моделі ідеального вчителя-словесника. *Вісник Черкаського університету*. Серія : Педагогічні науки. Черкаси. 2001. Вип. 23. С. 101–109.

⁹ Василенко М. П. Формування професійно-комунікативних умінь у студентів філологічних факультетів : дис. ... канд. пед. наук : 13.00.02 / Черкаський національний університет. Київ, 2008. С. 103.

provide their own cultural, economic, intellectual, personal, value, etc. needs, interests, ideals through effective interaction with people.

It should be noted that in modern conditions it is impossible to teach Russian as it was twenty years ago. This situation is formed due to a number of factors. First of all, it is the social significance of the functioning of the Russian language in Ukraine, which is to implement personal, cultural, professional and economic ties of people, and therefore requires the formation of students' ability to properly express their views, obtain and process necessary information, to perform all types of speech activity. Secondly, the functioning of the Russian language in Ukraine is limited to the spheres of use (relevant are domestic, scientific, journalistic spheres), which requires in-depth knowledge of linguistic and extralinguistic features of genres inherent in these areas and skills of their construction in Russian. Third, the functioning of the Russian language in Ukraine takes place in the Ukrainian-speaking environment, which requires a student of philology to make the right and appropriate choice of language forms and provides in-depth knowledge of the Russian and Ukrainian languages. Fourth, the Russian language is considered in Ukraine as the language of culture of the Russian people, which necessitates the future specialist of the Russian language to take into account the ethnographic and linguistic context.

In this situation, it is inevitable to find new solutions in the field of improving the professionalism of future teachers of philology: improving teaching aids, combining theoretical language knowledge with practical training; development and implementation of the most effective system of formation of the language personality of the student.

§ 1.1. The Tasks, Structure and the Basic Principles of the Integrated Course "Theory and Practice of Communication"

We offer a system of work that organically complements and specifies the theoretical, methodological and linguistic education of philologists at the university by means of an integrated and end-to-end course "Theory and Practice of Communication".

In this case, we took into account the important, in our opinion, needs of students of philology, namely: the social need for communication; communicative needs of students in scientific and cognitive activities. In addition, the communicatively significant for philologists genres of scientific, journalistic styles and pedagogical orientation of professional training of future specialists were taken into account.

The proposed course solves the following **tasks**:

1) the arrangement of empirical and the expanding of theoretical knowledge on the main issues of communication and determining of their constitutive significance in human life in general and in the life of a teacher-philologist in particular;

2) ensuring that students of philology are aware of their communicative behaviour and their own communicative needs, which will be realized by them in the social, scientific, cognitive and professional spheres of activity;

3) in the process of training of future language specialists to form their scientific and critical attitude to their own speech activity, the ability to solve communicative problems by choosing a certain speech action in accordance with the situation and the logic of the speech act;

4) the formation of their own set of methods, techniques of scientific knowledge, taking into account the communicative needs in cognitive and educational activities;

5) mastering communicatively significant for students of philology genres of scientific, journalistic styles with a focus on further scientific and pedagogical activities;

6) the use of interactive teaching methods that would provide awareness, development of their own communication skills, taking into account the communicative approach to language learning.

The program of the course is designed for 4 years and consistently implements these tasks in a particular period of study.

The educational and methodical work, which forms the language personality of the student, combines the following areas of work: 1) the acquisition of knowledge in the theory of communication and mastering the skills of effective communicative interaction; 2) the formation of skills related to different types of speech activity and mastering of communicatively significant for future philologists genres of scientific, journalistic styles and genres of professional speech of the teacher.

§ 2. The Establishment of the Work on the Formation and Development of the Linguistic Personality of a Student-Philologist (1–2-d Years of Study, Bachelor's Degree)

In the first year of studying in the 1st direction of training the following topics are offered: the general knowledge about communication, verbal and nonverbal components, the concepts of speech act, sender and addressee, the communicative situation and its components, communicative noise. The practical classes discuss such issues as communication and interaction – the relationship of the concepts, the functions of communication etc. The concept of speech

etiquette is given, its functions and the most typical semantic structures of "address", "greeting", "acquaintance", "gratitude", "advice", etc. and the implementation of etiquette formulas in different speech situations are considered.

The consideration of these topics is predetermined by the fact that, firstly, the compliance with the speech etiquette always serves to optimize any communication; secondly, the ignorance or incompetent use of standard speech etiquette formulas often causes dissatisfaction, anxiety, insecurity, lack of confidence in yourself and your communication partner; thirdly, a conscious attitude to the use of speech etiquette formulas in one's own speech promotes the responsibility of future language teachers for their own words. These topics to some extent consolidate the knowledge about communication, communicative situation, social roles of the sender and the addressee; allow you to understand the process of communication in real life and predict its results.

The work on the formation of communicative skills within the 2nd direction of training continues the school line of work on types of speech activity, which provides the improvement of "skills and abilities in the main types of speech activity: listening, reading, speaking and writing necessary for perception, understanding and interpretation of language and to compose their own statements"¹⁰. However, this work is now more focused and interconnected and takes into account the communicative needs of students and the peculiarities of their future profession.

And in the first year of studying it is actually important for the future language specialists to master these general communication skills, without which their further professional activity is impossible. At the stage of adaptation of students to the independent mastering of educational material, a big role, in our opinion, is given to the formation of their ability to listen and understand. Therefore, the practical classes address issues related to the psychological mechanisms of listening, listening functions, listening rules, the prerequisites for effective listening-understanding; the barriers to effective listening are identified and the rules for overcoming them are learned. Theoretical questions about listening are considered in connection with the

¹⁰ Російська мова і література. Програма інтегрованого курсу для 10-11 класів загальноосвітніх навчальних закладів з навчанням російською мовою. Рівень стандарту /авт. колектив : Курач Л.І., Фідкевич О.Л., Снегір'ова В. В., 2017. URL: <https://mon.gov.ua/storage/app/media/zagalna%20serednya/programy-10-11-klas/2018-2019/natsmenshyny/rosijska-mova-ta-lit-ra-integrovanij-kurs-dlya-znz-z-ros-m-riven-standartu.pdf> (дата звернення: 30.10.2021).

methods of active listening of a public speech, particularly a lecture and a dialogue. In addition, the techniques of active listening-understanding during a dialogue and listening to a public speech are studied.

Reading is studied from the point of view of communicative tasks and features of different types of reading, necessary for educational and future professional activity of students. *Writing* is analyzed as a productive type of speech activity in connection with the psycholinguistic content of the process of oral speech summarizing. *Speaking* is considered in connection with the understanding of the peculiarities of a dialogue and monologue speech, as well as in correlation with the production of the secondary texts relevant to the first study year – an oral and a written detailed response to a linguistic topic and a review on a peer's respond.

It is from the first practical classes that students' attention is drawn to an important and difficult moment in the communication process – the ability to listen to the interlocutor, as well as to determine their own level of listening, to be aware of their own weaknesses and the need to overcome them. In the first practical class, the psychological tests are used to identify the listening skills (we applied the test offered by O. Ya. Goykhman and T.M. Nadeina)¹¹. The testing shows that students usually gain a small number of points (from 49 to 60), which characterizes their listening abilities as average. Of course, the tests do not claim the objectivity of the assessment, but our goal was different – to demonstrate the imperfection of the level of mastery of their listening skills and to make them realize the need to improve them. It is appropriate to suggest such questions to the students:

- What difficulties do you have during communication and why?
- For what is it necessary to listen and why?
- Do you know how to listen?
- What, should be behaviour of an active listener look like, in your opinion?

An important point of work is the development of active listening techniques during educational activities, usually while listening to lectures or student reports. We focus on the principles of lecture notes: highlighting keywords, semantic series, writing abstracts, coding information, using colour etc. We offer to evaluate their own way of listening (whether they were tuned to the perception of the lecture, what factors helped and what things hindered the perception of information) and lecture notes (what they wanted to record in the first

¹¹ Гойхман О. Я., Надеина Т. М. Речевая коммуникация : учебник. 2-е изд., перераб. и доп. Москва : Инфра-М, 2008. С. 79–92.

place: basic facts and ideas, the whole lecture, interesting examples; whether they put question marks on the margins, do they separate a new topic with the help of a new paragraph) and to analyse the dynamics of the progressive growth (what has changed in their own way of taking notes; whether the knowledge, gained in class, has helped). Thus, the assimilation of theoretical material is organically combined with the improvement of students' communicative skills.

The studying and compiling of "The Review of a Peer's Respond" is one of the types of work that can be considered as cross-curricular and multifunctional, as it aims not only to develop skills to build his/her own speech, instilling a culture of listening, but also to form the language personality of a freshman.

It should be noted that students usually (and in the best cases) characterize the answer of a friend in a few sentences, indicating the correctness of the answer, its completeness, the presence of the necessary parts in it, as well as examples and comments to them. It should be emphasized that such skills are not enough, because the new level of knowledge requires: a) a higher degree of independence of analysis, meaningful material, scientific presentation, audience orientation, depth and versatility of characterization; b) the ability to evaluate even a not very successful answer in a correct and friendly manner, which educates an attentive listener, a correct opponent and, finally, a future teacher and scientist.

Compiling of "The Review of a Peer's Respond" is also a certain stage of preparation for pedagogical work, as a teacher of philology in his/her professional activity solves various communicative tasks. He listens, asks, explains, informs, motivates, persuades, generalizes, evaluates, that is, implements the repertoire of pedagogical genres. The teacher's evaluative statement is also included into these pedagogical genres and the assessment of the student's detailed response is one of the types of it. This is true because the evaluative genres also "contribute to the formation of communicative skills of students, give the teacher the opportunity to show tolerance and implement a personality-oriented approach to learning, become a text-sample of the evaluation genre for the student"¹². When working on a review, we use a summary table (or memo)¹³.

¹² Смелкова З. С., Ипполитова Н. А., Ладыженская Т. А. Риторика : учеб. для студ. высш. учеб. заведений. Москва : ТК Велби, Изд-во Проспект, 2006. С. 356.

¹³ Василенко М. П. Способствовать реализации «репертуара педагогических жанров». Составление отзыва на ответ товарища как многофункциональный вид работы при формировании профессионально-коммуникативных умений. *Русская словесность в школах Украины*. Киев : Изд-во «Педагогічна преса». 2006. № 3. С. 40–42.

As a type of work aimed at developing the ability to create their own works and be able to present them to the audience, we offer students some speech topics. These topics may include the following: "In your opinion, why is life compared to travel?", "Do you agree with the phrase: "The result justifies the means". Prove your point of view", "What is more important in life: knowledge or success? ", "Is there a conflict of generations today? Is it possible to overcome it? "etc. Students usually like to think over the speech works. This is an opportunity to express your point of view and get acquainted with your classmates. Moreover, students learn to speak in front of an audience, answer questions and ask questions themselves in a correct and friendly manner.

Thus, the offered system of work for the first-year students, in our opinion, not only combines theoretical issues of communication with fundamental and special disciplines and transforms them into a field of practical application, but also specifies the training of philologists, whose activities are focused on research and active social communication. It also makes the foundation for scientific and cognitive, practical and professional activities of the future specialist.

In the second year, within the first direction of work at practical classes, the following issues are discussed: communicative strategies and tactics; basic rules of communication; communicative behavior; the concepts of speech influence and ways of speech influence on person, concepts of manipulation in communication are given. It is noted that communicative processes concern not only interpersonal communication. In this regard, we give general concepts of intercultural and international communication, consider some features of communicative behavior of different nationalities of the world.

Our students are introduced to new professions generated by communication technologies of the 20th century: advertiser, conflict manager, speechwriter, press secretary, etc. (in the future, students prepare reports on the offered list of "new professions").

Within the topics of communicative interaction, the types of interactivity become the object of attention: 1) communicative cooperation, characterized by consistency of intentions, strategic programs of communicators, symmetrical relations between them, efficiency and optimality of communication; 2) communicative conflict due to inconsistency of intentions, strategic programs of communicators, asymmetric relations between them, resulting in the termination of communication, unwillingness to continue communication; 3) communicative contest, based on the desire to gain intellectual superiority, to realize their intentions in a debate,

discussion, to raise the status of the person of each of the communicators¹⁴. Analyzing the concept of "communicative cooperation", we turn to the basic rules of communication of P. Grice (or postulates of speech communication) as a way to cooperation in communication. In practical classes on "The concept of speech influence" and "The concept of manipulation" students can study the concept of *speech influence* and its methods (proof, affiliation, persuasion, order, request, constrain)¹⁵; concepts and methods of *manipulation*. In the course of the conversation, the concepts of influence and manipulation are distinguished. These topics are of interest to students, they emotionally discuss the issues offered in the plan of a practical class and those that arise during the conversation; give examples from their own experience and the experience of their acquaintances.

Thus, the considered issues of communication give a general picture of communication, features of communication and knowledge of reality, which must be known and able to take into account in their own communicative activities.

The task of the second direction is to study the current written and oral genres of academic writing. The practical classes first of all consider the general theoretical issues regarding the main features of the scientific style in terms of: 1) the method of teaching the material, 2) the system of speech at the level of vocabulary, grammar, syntax, 3) extralinguistic means.

The tasks presented to students include theoretical issues and work on a scientific text (we use the texts of linguistic articles for the analysis).

After studying the main features of the academic writing, its linguistic and extralinguistic features, we consider (theoretically and practically) communicatively significant for students of philology genres of scientific style. Namely: annotation, abstract, report, abstracts of the report, term paper, etc.

For example, the work on an abstract begins with a theoretical introduction: definition, purpose, objectives of the abstract, consideration of types of abstracts and their purpose.

The next stage is the work on the perception and awareness of the original text and activities aimed at creating a new text. The system

¹⁴ Селіванова О. Сучасна лінгвістика : термінологічна енциклопедія. Полтава : Довкілля-К, 2006. С. 185.

¹⁵ Стернин И. А. Введение в речевое воздействие. Воронеж, 2001. С. 64–66.

of exercises is aimed at comprehending and compressing the proposed text. The main task of these exercises is to develop the ability to highlight the primary and the secondary information and reduce the latter.

The work is completed by analyzing the sample texts of abstracts and writing an abstract.

Students are encouraged to create a folder with files, which would accumulate theoretical and practical material on the genres we are considering: photocopies from various sources to the specified topics, memorabilia, etc. Students themselves select the necessary material in folders. This is very convenient: at any time you can refer to the theoretical material and recollect the main points of the study.

Within the same block, we consider the concept of *discussion* as a type of scientific discussion and issues related to the preparation and performance of a discussion on a scientific topic. We conduct vocabulary and semantic work with synonymous concepts of *discussion*, *debate* and *polemics*. This topic ends with a discussion, during which the teacher acts as a moderator (note that in the third year within the study of journalistic style, a discussion is also planned, but there the moderator will be a student and the teacher will play the role of an expert). The topic of a discussion may be: "Personal influence or manipulation: good or evil." The choice of this topic is determined not only by training but also by educational purpose, because, as N. Yu. Butenko notes, "When trying to identify criteria for manipulation or other influence, it is very difficult to do it without moral and ethical categories."¹⁶

The topic presented as the title of the discussion is problematic. Scientists evaluate it differently, and there are directly opposite points of view. Thus, I.A. Sternin considers that "a modern person should have all the skills, because in different communicative situations, in different audiences, when communicating with different types of interlocutors there is a need for both speech influence and manipulation. Manipulation as a type of speech interaction cannot be seen as a "swear word" or a method of speech influence that is condemned".¹⁷ Other researchers (E. Fromm, E. Shostrom, E.L. Dotsenko) believe that manipulation is an extremely negative phenomenon, because they destroy the personality and have a detrimental effect on the environment: "manipulation is harmful because it masks the disease of this or that personality"¹⁸.

¹⁶ Бутенко Н. Ю. Комунікативні процеси у навчанні : підручник. К : КНЕУ, 2004. С. 144.

¹⁷ Стернин И.А. Введение в речевое воздействие. Воронеж, 2001. С. 72.

¹⁸ Шостром Э. Анти-Карнеги, или Человек-манипулятор. Москва : Изд-во "Дубль-В", 1994. С. 11.

The preparation for the discussion plays an important role. The preparatory stage includes: determining the topic of discussion, acquainting students with the problem, selecting material and its systematization, determining the features of the construction of the speech, material on how to establish contact with students, work on the rules of communication in public speaking etc.

The role of the teacher at the preparatory stage is consultative. The teacher advises how best to build a speech, pays attention to the selection of language tools depending on the purpose of communication and the addressee of speech, focuses on etiquette, speech clichés.

The main stage of work is to conduct the discussion itself: the presentation of the head of a discussion with an introductory word in which he/she substantiates the choice of the topic, its relevance; determines the tasks set by the discussion participants; performances. *The final stage* – consideration of the discussion: the results of discussions are summed up, the conclusions are analysed, and the speeches of opponents are considered. The attention is drawn to the content, abstract formulation, persuasiveness of arguments, contact with the audience, means of activating the attention of listeners, behaviour, and speaker's speech.

Consequently, the offered system of work on the formation of professional communication skills of the second-year students, firstly, organizes the experience and extends the theoretical knowledge of communication issues, and secondly, allows them to master communicatively significant for philologists genres of academic style with orientation to further scientific and pedagogical activity; thirdly, it provides awareness of students of their communicative behaviour and their own communicative needs.

§ 3. Practical Expanding of Knowledge and Consolidation of Linguistic Skills through Scientific and Pedagogical Activities in the 3–4th Years of Study, Bachelor's Degree

In the third year, we are working on communicatively significant for future specialists genres of journalistic style. The tasks at this stage of work are following: 1) the students should assimilate the knowledge about extralinguistic and language peculiarities of journalistic texts, genres of newspaper journalism and artistic-journalistic genres; communicative purpose, structure and peculiarity of linguistic means of each genre considered; 2) developing the skills of effective reading of journalistic texts; 3) mastering communicative skills associated with the production of the journalistic style texts.

An important element of work on this section is the formation of communicative skills associated with writing works of various genres. For example, work on writing essay begins with discussion of essay features. It is emphasized that in the essay the reader comes across a subjective perception, a subjective assessment of the writer/the journalist on the subject of speech. Essay reproduces *individual* vision and evaluation; it contains a description of phenomena, events, pictures of nature, as well as the reflection of the author, admiration, surprise, etc. Essays may have a different genre-stylistic form: essays-notes, essays-artistic sketches, lyrical miniatures; essay- portrait; essay-biography or autobiography; essay-review; essay-memories; essay-diary notes¹⁹. The next stage of work is the analysis of samples, getting familiar with varieties of essays. We offer the students to read essays (for example, Yu. Trifonov "Prolonged classes" (about K. Paustovsky). Students' essays are very different in content and mood, but demonstrate the understanding and interest in a specific genre, the ability to describe their own thoughts and depict feelings in the genre of essay. It should be noted that the work on processing of other genres mentioned for study is performed in a similar way (notes, reportage, interview, review, press review, etc.).

The fourth course is to a certain degree determinative for philologists. It is on the 4th year that they write qualification works, assert themselves as researchers. In this course, an active pedagogical practice is held, so they answer an important question to them: "Am I able and do I want to work at school?" This is a good time for the self-analysis and self-assessment of the development of certain abilities, readiness for active social partnership.

The tasks of the first direction of work are: 1) deepening the knowledge of pedagogical communication, its functions, structure, contents of stages, etc.; 2) familiarization with the theoretical bases of communicative activity of the language teacher, its verbal and nonverbal means; 3) mastering of method techniques for the organization of effective communication of a language teacher; 4) developing the skills of communicative analysis of the language teacher activity and his/her own communicative activity as a teacher.

The tasks of the second direction are: 1) the study of speech genres (mostly oral), which are directly implemented in the activities of the teacher; 2) familiarization with educational and communicative

¹⁹ Риторика. 11 класс : учебное пособие для общеобразовательной школы / под ред. Т. А. Ладъженской. Москва : Ювента ; Баласс, 2004. С. 121.

situations at language classes; 3) modelling of their own communicative activity in various educational-communicative situations during the classes; 4) formation of skills of constructing statements that are used in various educational language situations during a language class.

At this stage, the training process is focused on professional communication – communicative-speech activity of the teacher of language. Particular attention is paid to educational and speech situations in the classes of language and communicative activity of the teacher in these situations – the introduction of information, organization of educational and practical activities of students in the class, acquaintance with class, etc. We draw attention to the connection between training and educational tasks of the class and communicative techniques, that is, linguistic and non-linguistic means of educational activity, through which the contacts with students are carried out in various educational and speech situations, their implementation and peculiarities of this implementation.

The object of analysis is the main characteristics and properties of speech, intonation diversity of speech, expressiveness of movements, gestures, facial expressions of the teacher, as well as the functions they perform in the class. The attention is paid to the types of interaction between the teacher and the class, to the means of involving students in communication, to the effective examples of attracting attention and establishing contact, communication style and the general atmosphere of the class. We analyse the typical drawbacks of the communicative activity of a teacher of philology in educational and speech situations and consider the ways to prevent them. In this regard, active forms of learning are indispensable. Moreover, such tasks are best solved when conducting role-playing games, when typical for professional activities and communication problem situations are created. Not a new, but quite an effective type of work is also used – watching and analysing videos with recordings of classes of both teachers and students-interns. Students learn to evaluate the communicative behaviour of the teacher in the classroom, as well as to correlate their capabilities with the requirements of society.

The non-verbal behaviour of the teacher is also the object of our attention. Students prepare reports on suggested topics, study non-verbal means in the teacher's activities and the role they play. To sum the topic up, we recommend to describe the verbal and nonverbal activities of the teacher during the class in the complex (using video recordings of classes) according to the following scheme: teacher's language (clarity, accuracy, consistency, etc.), voice, timbre, pace,

volume, tone, pauses, intonation variety, facial expressions, eye contact, gestures, how he/she listens to the student, types of interaction, communication style, the general atmosphere of the class (we use a summary table, which is available to each student before the work).

A special topic is the topic "Speech act". While offering this topic to students, we took into account that pedagogical activity, according to G.K. Mikhalskaya, is included to the circle of professions with "increased speech responsibility", as well as "designed not only to ensure the speech acquisition as a means of knowledge transfer", but also to present "the highest speech pattern", or "the ideal rhetorical model".²⁰ We consider the ideal rhetorical model as "a concretization of the ideal model of general rhetoric", but with its specifics, which is "determined by the peculiarities of pedagogical speech communication – the task of using the word as a means of acquiring knowledge and educating people²¹." Therefore, the teacher's speech is an act that reflects the "communicative and moral side of the speech behaviour of the individual" and is qualified as "such a speech expression of the teacher that affects the student with the purpose of communicative and moral education²²."

Drawing up a plan-summary of the class with comments on the speech and non-speech activities of the teacher, we rely on guidelines that are given to different types of classes and relate to the peculiarities of class construction, organization of students' thinking, take into account different types of memory, choose the most optimal and effective exercises that helps achieve the objectives of the class. We have put the comment of T.O. Ladyzhenskaya to the classes of the Russian language²³ into the basis of the analysis of the communicative support of the class, and because of this in practical classes the communicative analysis of the language lesson is divided into some parts: presentation to the class and acquaintance with it, organizational moment, input of information, organization of educational and practical activities of students.

Students first analyse the classes of teachers on video, and then prepare their own fragments of the recommended learning and speech situations.

²⁰ Михальская А. К. Педагогическая риторика: история и теория. Москва : Издательский центр «Академия», 1998. С. 283–284.

²¹ Ibid. P. 285.

²² Смелкова З. С., Ипполитова Н. А., Ладыженская Т. А. Риторика : учеб. для студ. высш. учеб. заведений. Москва : ТК Велби ; Изд-во Проспект, 2006. С. 231–233.

²³ Ладыженская Т. А. Живое слово: Устная речь как средство и предмет обучения. Москва : Просвещение, 1986.

This section of the program is not only a logical continuation of the previous ones, but also, firstly, is based on courses in language teaching methods, basics of speech culture, pedagogy, psychology, and secondly, is a more practical intensification of acquired knowledge and consolidation of language skills through scientific and pedagogical activities.

Conclusion

The course "Theory and Practice of Communication" is a holistic process that combines two areas of work: a) the acquisition of theoretical knowledge of communication and mastering the skills of communicative interaction; b) mastering the skills associated with different types of speech activities and practical work on communicatively significant for philologists genres of scientific, journalistic styles and genres of professional speech.

Heuristic conversations, asking complicated questions, etc. are most effective in lectures. In practical classes: creative tasks, discussion of reports, use of memorabilia, compilation of algorithms, preparation of their own questions; exercises: for the analysis of their own communicative activity, improvement and development of their own intonation, diction possibilities, formation of skills of application of knowledge and skills in new communicative situations, formation of a set of ways, methods and procedures of scientific knowledge. As a part of independent work, students prepare reports and notifications, compile summary tables, summarize linguistic articles, and perform creative exercises.

To ensure a high level of mastery of various types of speech activity, the main types of work are: psychological tests; tasks with game elements; heuristic conversations; independent preparation of reports; tasks that encourage to study the dynamics of the development of language skills; exercises for text compression, separation of the primary and secondary information.

The most effective method in working on genres of scientific, journalistic styles are role-playing games, analysis and independent writing of texts of various genres of scientific and journalistic styles. Active forms of learning are extremely essential for the actual mastery of the genres of professional speech and the formation of professional and communicative skills. These are: role-playing games, creating problem situations, video analysis on lessons of teachers and students-interns.

The course allows us to systematically form the language personality of a student of philology from the first to the fourth year of the bachelor's degree.

Summary

The article is devoted to the problems of forming the language personality of students of philology at the university by means of the end-to-end course "Theory and Practice of Communication". A system of work is provided, which takes into account the important needs of students of philology. They include: the social need for communication; communicative needs of students in scientific and cognitive activities; genres of scientific and journalistic styles that are communicatively significant for philologists; as well as the pedagogical orientation of professional training. The author's definition of the linguistic personality of a student-philologist is presented. The main tasks of the course, which are implemented in the learning process, are covered. The main types of work that contribute to the formation and development of the student's language personality are recommended. The effectiveness of work is ensured by the use of both traditional and active teaching methods and techniques.

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2.2. OPPORTUNITIES FOR THE DEVELOPMENT OF STUDENTS' SOCIAL SKILL OF COLLABORATION IN STUDYING A PROFESSIONAL-ORIENTED FOREIGN LANGUAGE

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Introduction

The processes of globalization and rapid development of technology directly affect the training of specialists in various fields. The tasks of education at the present stage of society's development include not only and not so much the transfer of knowledge and development of necessary skills, but also the need to form an innovative creative learning environment. This environment provides students with the opportunity to receive a lifelong learning incentive, the need to improve their professional skills and to acquire the social skills necessary for successful career development in the era of rapid technology development and high competitiveness¹. Educators, analyzing the employment of graduates and monitoring their career success, comparing the requirements of employers with the program

¹John, J. (2009) Study on the Nature of Impact of Soft Skills Training Programme on the Soft Skills Development of Management Students. *Research Gate*: https://www.researchgate.net/publication/228136153_Study_on_the_Nature_of_Impact_of_Soft_Skills_Training_Programme_on_the_Soft_Skills_Development_of_Management_Students

competencies of graduates, conclude that in addition to professional competencies, social skills are necessary for a successful career². The social skills are becoming increasingly important in the rapid development of technology and changes in the list of work types and positions. A modern professional must have a high rate of social skills to be competitive and successful in today's competitive labour market³.

Social skills are essential in building both personal and professional relationships. Demonstrating strong interpersonal skills can help future specialists accomplish career goals, contribute to company achievements, perform well during the hiring process and expand their professional network.

Social skills include assistance and readiness to foster and support other group members, capacity to share thoughts, listen attentively and appreciate the views of other group members, positive contribution to the group work, assistance and support given to other members of the group in their tasks, awareness of the personal value of each group member⁴. It is believed that there are several advantages of having well-developed social skills for both personal and professional relationships. With solid social skills, we can increase our opportunity to: communicate our needs and wants clearly and effectively; to have better – and potentially more – relationships; to navigate tricky social situations; to be considered for career opportunities; to feel happier.

Educators, methodologists and scholars are convinced that innovative teaching is a necessary condition of modern society to meet the educational needs of new generations. With the use of innovative learning environment and appropriate teaching/learning strategies it is possible to increase students' social skills.

² Ali J. et al. (2014) The Effectiveness of Finishing School Programmes from the Perspectives of Graduates and Employers *Research Gate*: https://www.researchgate.net/publication/270959963_The_Effectiveness_of_Finishing_School_Programmes_from_the_Perspectives_of_Graduates_and_Employers

³ Balachander S., Jayam, R. (2015) Soft Skill Requirement and Suggested Training for Student Community at Colleges in Today's Context. *Research Gate*: https://www.researchgate.net/publication/307964226_A_STUDY_ON_THE_SOFT_SKILL_REQUIREMENTS_AND_SUGGESTED_TRAINING_FOR_STUDENT_COMMUNITY_AT_COLLEGES_IN_TODAY'S_CONTEXT

⁴ Orlova N. Student peer performance evaluation: importance of implementation for group work enhancement. *Science and Education a New Dimension. Pedagogy and Psychology*. 2019. VII(84). Issue: 207. Budapest, 2019. 76 p. Pp. 26–29. DOI: <https://doi.org/10.31174/SEND-PP2019-207VII84-05>

Researchers and educators agree that innovative learning should help contemporary students to be successful in their further professional development. Methodists prove that innovative teaching practice is a joint learning process with a practical approach to enrich students' learning activities. Innovative teaching and learning are characterized by student-centered pedagogy, enhanced learning opportunities and extensive use of information and communication technologies for teaching and learning^{5,6}.

§ 1. The problem of innovative teaching and learning

Scholars have concluded that changes in the education system are needed, and that the old industrial education system of the past is inappropriate. It means that in a society of rapid progress of information and communication technologies, the specialist must have deep knowledge, which he/she will expand and improve throughout his life. More and more studies show the necessity to rethink the learning process, that involves its redesigning to develop 21st century skills. These, in turn, include such skills as collaboration, communication, problem solving and innovation, knowledge building, self-regulation, innovation and communication technologies and other key skills for success in modern society. Therefore, in the 21st century, the learning environment should be special: mostly problematic and research, with active involvement of students in planning the learning process and its organization, with the construction of knowledge by students with or without management by other participants in the learning process, with student government, with effective teacher-student relationships. Researchers recognize that the role and functions of a teacher are changing, shifting from knowledge transfer to knowledge building. The modern teacher must clearly understand how the student learns and understands the available resources, including information and communication; must apply a collaborative approach which provides for changes and flexibility of the methodology; develop productive relationships with students, using differentiated learning. Modern pedagogical research emphasizes the concept of “an educator as a student”, i.e., “a professional who learns”. Contemporary students are

⁵ Mehta, P. (2021) Significance of soft skills for accounting students *Research Gate* https://www.researchgate.net/publication/351450834_Effectiveness_of_Training_on_Skill_Enhancement_of_Accounting_Students

⁶ Kalyani D., Rajasekaran K. (2018) Innovative Teaching and Learning. *Journal of Applied and Advanced Research*. 3. (Suppl. 1). 23-25. v3S1.162 ISSN 2519-9412. URL: https://www.researchgate.net/publication/325090377_Innovative_Teaching_and_Learning

representatives of a generation that is growing with the development of means of collaboration and communication. Researchers note that the 21st century teaching is a bridge between theory and practice. It requires new programs and new methods, and the design of an educational environment. Such design, according to experts, should be based on innovative approaches to teaching and learning and research methodology. The key elements of curricula are the focus on redesigning the learning process, using new approaches and disseminating new learning activities in the wider learning environment.

Stanford Research Institute, with the financial support of Microsoft Learning Partners, developed the Innovative Teaching and Learning research project (2012), which aimed to help teachers plan learning activities that would enable students to develop and form the 21st century skills^{7,8}. The 21st Century Learning Planning contains rubrics that explore the definite 21st century skills: collaboration, knowledge building, self-regulation, problem solving and innovation, the use of ICT in learning, and skilled communication. The study of each skill covers two types of rubrics: the rubric of learning design and the rubric of student's work. In particular, the purpose of the collaborative learning design rubric is to help teachers identify and understand the possibilities of the learning process for the formation and development of collaborative skills. The purpose of the rubric of student's work on the development of collaboration skills is to determine the degree of demonstration of students' collaboration skills^{9,10}.

⁷ Safarini, D. (2019) Developing Students' Collaboration Skills through Project-Based Learning in Statistics. *Journal of Physics: Conference Series, Volume 1265, Konferensi Nasional Penelitian Matematika dan Pembelajarannya 27 March 2019, Central Java, Indonesia*. <https://iopscience.iop.org/article/10.1088/1742-6596/1265/1/012011/>

⁸ The Partnership for 21st Century Skill. (2012). Framework for 21st Century Learning, retrieved January 2017, from 21st Century Learning Design – ITL Research: <https://education.microsoft.com/GetTrained/ITL-Research>

⁹ Beers, S. Z. (2011). Teaching 21st Century Skills an ASCD Action Tool. Alexandria, Virginia USA: ASCD. [3] Bell, S. (2010). Project-Based Learning for the 21st Century: Skills for the Future. *The Clearing House*, 83(2), 39–43. URL: https://www.academia.edu/34971404/ProjectBased_Learning_for_the_21st_Century_Skills_for_the_Future [4] Buck Institute for Education. (2012). Project-Based Learning, accessed on September 2014 from <https://www.pblworks.org/> [5] Buck Institute for Education. (2013). Research Summary : PBL and 21st Century Competencies. URL: http://pblworks.org/sites/default/files/2019-1/FreeBIE_Research_Summary.pdf (accessed on January, 2017).

¹⁰ Makaramani R. (2015) 1st Century Learning Design for a Telecollaboration Project. *Elsevier. Procedia – Social and Behavioral Sciences*. 191(2015) 622–627.

More than ever before, students of higher educational institutions will apply what they learn in university for their future professional careers. To become global leaders and valuable citizens of today and tomorrow, students must learn to be independent critical thinkers, to be societally and ethically responsible, and to have a broad understanding of the world.

Therefore, the purpose of this research is to review innovative approaches to teaching and learning; to consider the 21st century skills that will contribute to students' future successful careers in general; to investigate the collaboration skills in particular; to analyze students' educational activities aimed at developing the skill of collaboration according to the rubrics of the project "Innovative teaching and learning" and the experience of the Cherkasy Bohdan Khmelnytsky National University; to determine the opportunities of the discipline "Professional-Oriented Foreign Language" in relation to the development of social skills of collaboration of students majoring in "Health Study"; to develop and analyze the types of educational activities in the process of learning the foreign language for professional purposes in accordance with the codes of rubrics on the development of students' collaboration skills.

§ 2. Collaboration skill as a component of the 21st century skills

According to innovative approaches, the learning environment should promote the development of students' collaboration skills. Collaboration requires students to share responsibilities, make joint decisions, and work interdependently. In order for students' collaboration to be effective, they have to work together, respect each other and compromise.

Collaboration differs from cooperation in the types of student interactions we see occurring¹¹. In cooperative learning activities, students typically will divide up the work, individually complete tasks, and then assemble their respective contributions. Consequently, cooperation does not require collaboration or promotive interaction. This is not to say that division of labour cannot occur within collaborative learning activities; coordination of group thinking and work processes still occurs throughout¹¹. In contrast to individuals working alone, cooperative learning may lead to better group

¹¹ Dillenbourg, P. (1999). What do you mean by "collaborative learning?" In P. Dillenbourg (Ed.), *Collaborative learning: Cognitive and computational approaches*. Pp. 1–19. Oxford, UK : Elsevier.

performance outcomes simply because the division of labour allows more to be accomplished. On the other hand, cooperative learning (or poorly designed collaborative learning activities) may lead to more “free riding” or “social loafing” behaviours where individuals do not contribute equally toward the group goal^{12, 13}. This often frustrates students working in groups.

The concept of collaboration exists both in nature and in various spheres of society, in particular. The Ukrainian word “collaboration” is interpreted as “joint activity with someone”¹⁴. The etymology of the English and the French word *collaboration* comes from the Latin *collaborare* (assimilated form from *com* “with” and *laborare* “to work”) and has the meaning “to work with”. Regarding the meaning of the word, the noun *collaboration* is considered as “action together, united by work” (1830)¹⁵.

In German, a similar meaning also sounds like “working together” (*Zusammenarbeit*). The concept of collaboration has existed and still exists in the fields of politics, trade, medicine, science, art, etc. In education, the meaning of this concept is reinterpreted in view of the processes that take place in modern global society.

Thus, we can conclude that collaboration can be thought of as either a *process* or an *outcome* of joint activity. When analyzing definitions across the research literature, three fundamental aspects differentiate collaboration from other related activities, such as cooperation and coordination:

- 1) when two or more students working interdependently;
- 2) who participate in a genuine joint activity (e.g., solve a problem, complete a task, design a product, etc.);
- 3) when students pool their knowledge, skills, and efforts.

Collaboration in modern society covers such concepts as negotiations, conflict resolution, agreement, division of tasks, listening

¹²Barron, B. (2003). When Smart Groups Fail. *The Journal of Learning Sciences*, 12(3), 307–359. URL: https://doi.org/10.1207/S15327809JLS1203_1

¹³Sears, D. A., & Reagin, J. M. (2013). Individual versus collaborative problem solving: Divergent outcomes depending on task complexity. *Instructional Science*, 41, 1153–1172. URL: <https://doi.org/10.1007/s11251-013-9271-8>

¹⁴Словник української мови : академічний тлумачний словник. URL: <http://sum.in.ua/s/spivpracija>

¹⁵Online Etymological Dictionary. URL: <https://www.etymonline.com/word/collaboration>

to the ideas of others, the integration of ideas. Based on these aspects, the learning culture and learning environment should be designed. Researchers note that the learning culture moves from an individual model to a model of collaboration¹⁶. The educational process may include different levels of students' collaboration at all stages; however, organizational and content forms of learning, aimed, in any case, at the joint work of students, will promote the development of collaboration skills necessary in further professional life of future specialists.

According to the 21st century curriculum, the collaboration rubrics examine whether students collaborate with each other, whether they have shared responsibilities, whether they make important decisions together (about content, process, or product), and whether their work is interdependent. The project "Innovative teaching and learning" offers a visual idea of collaboration in the form of the decision tree (Fig. 1)¹⁶:

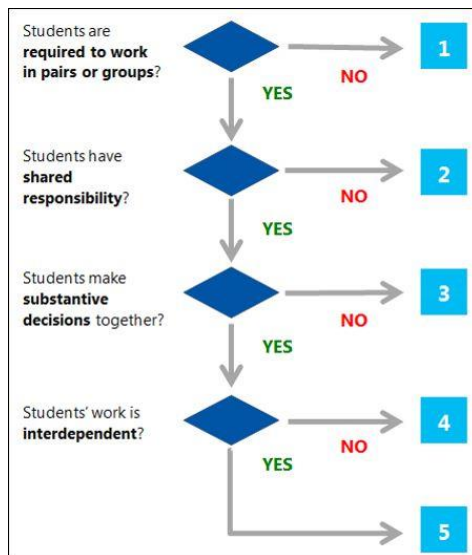


Fig. 1. The Decision Tree of Collaboration under the project "Innovative Teaching and Learning"¹⁶

¹⁶ The Partnership for 21st Century Skill (2012). Framework for 21st Century Learning, retrieved January 2017, from 21st Century Learning Design - ITL Research: <https://education.microsoft.com/GetTrained/ITL-Research>

As noted in the project, not every task in the learning process will include all levels of students' collaboration, but it is worth including the learning experience of all levels during the study period. According to the project, the Decision Tree can be presented in the form of rubrics, indicating the code and criteria:

- 1 – students are not required to work together in pairs or groups;
- 2 – students work together but do not have shared responsibilities;
- 3 – students work together, have shared responsibilities, but do not make significant decisions about content, process or product;
- 4 – students work together, have shared responsibilities, make important decisions about content, process or product, but their work is not interdependent;
- 5 – students work together, have shared responsibilities, make important decisions about the content, process or product and their work is interdependent^{17, 18}.

Since the study of each skill covers two types of rubrics: rubric of learning design and rubric of student's work, we found out the attitude of the research and teaching staff of the university to the use of forms and methods of work in the educational process, that would promote such social skill as collaboration. We also study out an attitude of students to the forms and methods of work that promote the development of collaboration.

More than 50 teachers and 380 students took part in the survey. According to the teachers' survey, 76% of teachers often use methods of teaching and learning that promote the development of collaboration skills in the learning process, and 24% – from time to time, using such forms of activities as the work in mini-groups (42%), group work (32%) and work in pairs (26%) (Fig. 2).

The vast majority of teachers (67.3%) consider it appropriate that the educational process includes forms and methods of teaching and learning for the development of collaboration skills. Some respondents believe that it is appropriate to use such approaches from time to time (32.7%) (Fig. 3).

¹⁷ Framework for 21st century learning. Retrieved from <http://www.p21.org/our-work/p21-framework> SRI International. (2013). ITL LEAP21 Learning activity rubrics in Twenty first century learning design. Retrieved from: <http://www.pil-network.com/.../450ed650-a9ee-4933-aaff-b5daaba98606>

¹⁸ 21st Century Learning Design for a Telecollaboration Project. Available from: https://www.researchgate.net/publication/282536178_21st_Century_Learning_Design_for_a_Telecollaboration_Project

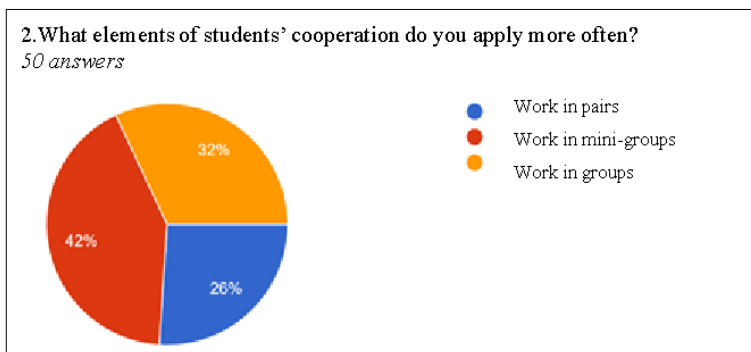


Fig. 2. Organizational forms of students' collaboration

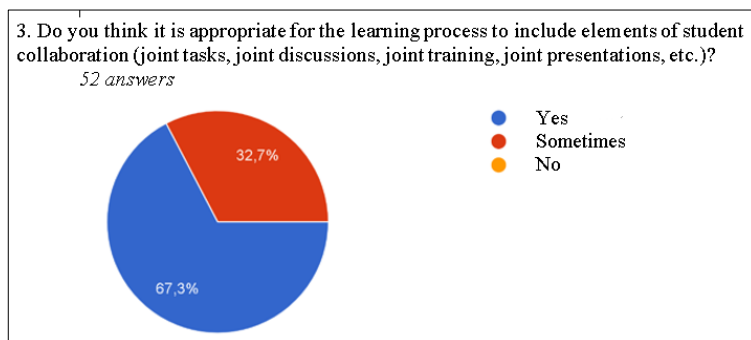


Fig. 3. Appropriateness of using elements of students' collaboration in the educational process

Most teachers are convinced that the learning process would be more effective if the forms of work that promote the development of collaboration skills were regularly used (86%), while 6% of teachers do not think so, and 8% are not sure about one or another option. At the same time, almost all teachers are convinced that the skills of students' collaboration are necessary both in the educational process (96%) and in the further professional career (98%).

Thus, the research and teaching staff of the Cherkasy National University, in general, use forms and methods of work in the educational process that promote the development of students' collaboration skills (with different frequency), and most teachers consider this type of work necessary for the educational process and for further success in a professional career.

Analyzing the students' attitude to the forms and methods of work that promote collaboration, we came to the conclusion that students have different experiences with this type of work, namely, the frequent use of different forms of work related to students' collaboration is noted by 43.4% of students, regular use – 30.9%, sometimes – 23.4%, never – 2.3% (Fig. 4).

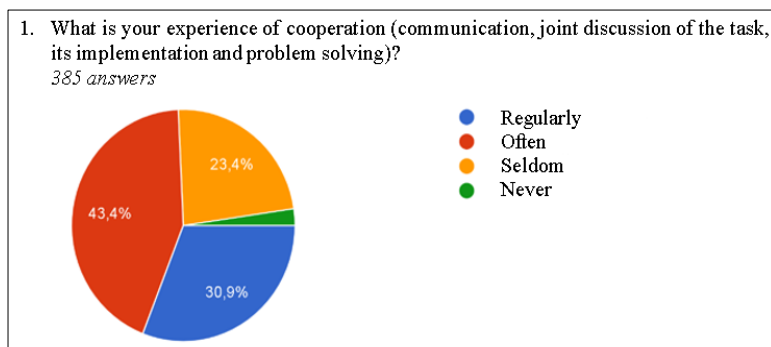


Fig. 4. Students' experience in using elements of collaboration in the educational process

Regarding the prevailing forms of organizing the work in the classroom, 35.2% of students distinguish work in mini-groups, 35.2% – group work and 29.7% – work in pairs. At the same time, mentioning the disciplines, in the study of which elements of activities aimed at students' collaboration are more often used, they highlight social and humanitarian disciplines (70,7%), sports disciplines (18,7%), natural and mathematical (8,9%) (Fig. 5).

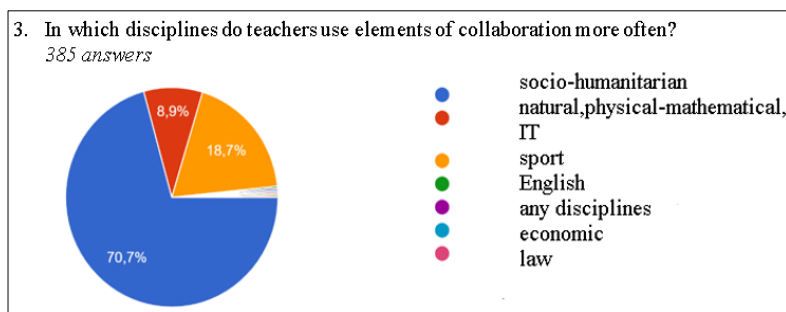


Fig. 5. Disciplines in which elements of students' collaboration are applied

Regarding the effectiveness of the educational process, 63.9% of students believe that students' collaboration would contribute to this, 28.9% are not sure about this, and 7.1% do not see connection in these aspects. Therefore, 88.7% of students are convinced in the necessity of collaboration skills (7.6% of students are not sure about it, and 3.7% of students do not see the need for such types of work). Although, the vast majority of students (92.9%) consider collaboration skills as necessary ones for the success in their professional careers, there are 6% of students who are not sure in the fact, and 1% of students deny this fact.

Thus, students have different experience related to the use of collaboration in the learning process. At the same time, the forms of work used in pairs, in mini-groups and in groups, are distributed approximately evenly. According to students, it is during the study of the disciplines of the social and humanitarian cycle that the forms of students' collaboration are most often used. This fact can be explained by the nature and the purpose of these types of disciplines. It should be noted that despite the insignificant difference in assessments of students' collaboration forms in the learning process, most students consider these types of work necessary and the vast majority of students believe that collaboration skills are necessary ones for the success in their professional careers.

§ 3. Learning Materials Design and Potential of Professional-Oriented Foreign Language in Development of Cooperation Skill (on the example of English for "Health Study" students)

Researchers¹⁹ consider soft skills to be an ability to operate strategies for implementing subject content knowledge and foreign language in a professional environment to solve special problems and fulfil professional tasks. The development of soft skills should be closely related to the development of strategies and techniques necessary for coping with professional situations.

"Health Study" Education Programme involves the courses of human biology (anatomy and physiology), health-related courses, education courses. Learning material design for the discipline "Professional-

¹⁹ Kic-Drgas J., Development of soft skills as a part of an LSP course, "e-mentor" 2018. S. 27–36. URL: <http://dx.doi.org/10.15219/em74.1349> (PDF) *Development of soft skills as a part of an LSP course*. Available from: https://www.researchgate.net/publication/328564636_Development_of_soft_skills_as_a_part_of_an_LSP_course [accessed Oct 15 2021]

oriented foreign language” is closely associated with the content of these disciplines and future responsibilities of a Rehabilitation Specialist. We propose the English course to involve the following topics as Anatomy and Human Body, Body Systems, Physical Fitness, Remedial Gymnastics and Massage, Healthcare. The development of learning activities should promote the development of both hard and soft skills.

Although researchers analyzed soft skills in reference to the non-academic professional world, institutions of tertiary education conducting research on communication and preparing graduates for their initial careers should teach soft skills¹⁹. Forming and developing soft skills help future specialists to be successful in their careers.

Consider the possibilities of the discipline “Professional-oriented foreign language” in relation to the development of social skills of collaboration of students majoring in “Human Health”. Development and analysis of educational activities aimed at developing students’ collaboration skills in learning the foreign language for professional purposes allowed to distribute some forms and types of education in accordance with the rubrics proposed by the project “Innovative teaching and learning” (formulation of tasks for students majoring in “Human Health” in English)²⁰:

1 – Students are not required to work together in pairs or groups, e.g.:

• *Listen to the dialogue “In the gym”. Write down English words and word combinations related to physical fitness. Talk about the main aspects of physical fitness.*

In the Gym

- A. Hello, my name is Alice. I’m interested in physical fitness.
B. Hello, Alice. What can I do for you?
A. I need to get in shape.
B. Have you been doing any exercises lately?
A. I’m afraid not.
B. Which types of exercises do you enjoy doing?
C. Aerobics and ...weight-lifting, I think.
D. I see. How often can you work out?
E. Twice or three times a week would be good.
F. You’ll need to start slowly with aerobics, I think.
G. What kind of equipment will I need?
H. A leotard and some sneakers.
I. I can’t wait to get started. Thank you for your advice.
J. No problem. I’ll see you in aerobics class. |

²⁰ Куліш І. М., Королюк Г. О. Англійська мова для студентів спеціальності «Здоров’я людини». Видання друге, перероблене / І. М. Куліш, Г. О. Королюк. Черкаси : Черкаський національний університет ім. Б. Хмельницького, 2019. 248 с.

- Read the article “Stretching and Flexibility”. Choose the information about different types of flexibility.

Stretching and Flexibility

by Bradford D. Appleton.

Types of Flexibility

Many people are unaware of the fact that there are different types of flexibility. These different types of flexibility are grouped according to the various types of activities involved in athletic training. The ones which involve motion are called *dynamic* and the ones which do not are called *static*. The different types of flexibility (according to *Kurz*) are:


- *dynamic flexibility*
Dynamic flexibility (also called *kinetic flexibility*) is the ability to perform dynamic (or kinetic) movements of the muscles to bring a limb through its full range of motion in the joints.
- *static-active flexibility*
Static-active flexibility (also called *active flexibility*) is the ability to assume and maintain extended positions using only the tension of the agonists and synergists while the antagonists are being stretched. For example, lifting the leg and keeping it high without any external support (other than from your own leg muscles).
- *static-passive flexibility*
Static-passive flexibility (also called *passive flexibility*) is the ability to assume extended positions and then maintain them using only your weight, the support of your limbs, or some other apparatus (such as a chair or a barre). Note that the ability to maintain the position does not come solely from your muscles, as it does with static-active flexibility. Being able to perform the splits is an example of static-passive flexibility.

Research has shown that active flexibility is more closely related to the level of sports achievement than is passive flexibility. Active flexibility is harder to develop than passive flexibility (which is what most people think of as "flexibility"); not only does active flexibility require passive flexibility in order to assume an initial extended position, it also requires muscle strength to be able to hold and maintain that position.

- Look through the pictures with different types of exercises and describe one of the pictures.

Types of Physical Exercises

1. Flexibility exercises
2. Aerobic exercises
3. Anaerobic exercises



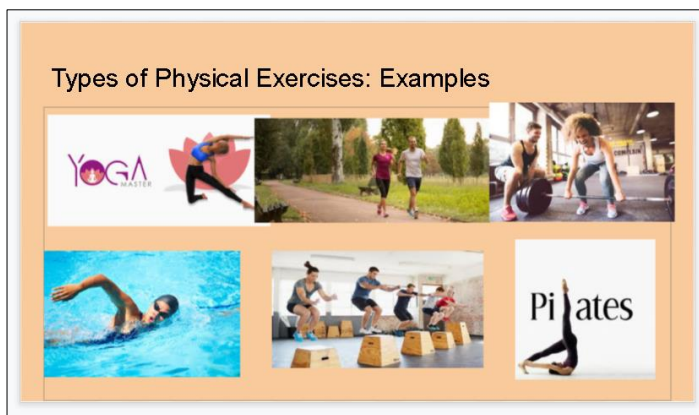
The image contains three photographs illustrating different types of physical exercises. The first photo shows a person performing a bicep curl with a dumbbell, which is an anaerobic exercise. The second photo shows a person in a lunge position, which is a flexibility exercise. The third photo shows a group of people performing squats, which is an aerobic exercise.

2 – Students work together but they do not have shared responsibilities, e.g.:

- *Work in pairs. Read the information about jogging. Ask your partner some questions to the text. Discuss the beneficial effect of jogging.*

- *Work in groups of 3–4. Here is the description of training session. Which statements go with flexibility training? Discuss your answers with your partners.*

- *Look through the pictures with different types of exercises and describe one of the pictures to your partner. Discuss the type of the exercise with your partner.*



3 – Students work together, have shared responsibilities but they are not required to make substantive decision, e.g.:

- *Work in groups. Read the information about physical fitness and decide who will find the information and who will present physiological aspects, health-related aspects, skill-related aspects, sport-related aspects of physical fitness.*

- *Work in pairs. Devise a fitness routine for a client (imagine that one of you is a fitness instructor, another- nutritionist).*

- *Work in pairs. Look through the pictures with different types of exercises, choose one of them. Prepare joint description of this physical exercise.*

4 – Students work together, have shared responsibilities, make substantive decision but their work is not interdependent, e.g.:

- *Group work. You should present our university gym in English to the first-year students. Your presentation should involve different parts concerning workout area, equipment, information about fitness instructors, types of exercises, fitness routine, etc.*

- *Group work. Devise a fitness routine for a gymnast involving flexibility training, stretching, strength training, and nutrition plan.*

5 – Students work together, have shared responsibilities, make substantive decision and their work is interdependent, e.g.:

- *Group work. You should present our university gym to the student delegation from Poland. Make Power Point presentation concerning purpose, functions, equipment of the gym and ways to help clients achieve their goals.*

- *Group work. Devise a fitness routine for a gymnast involving flexibility training, stretching, strength training, and nutrition plan). One of the students should present all the findings.*

Regarding the frequency of usage of educational activities aimed at developing students' collaboration skills, it should be noted that in classes of foreign language for professional purposes, the activities of codes 1 and 2 are used in almost every lesson, for example²⁰:

- activities related to code 1: 1) *listen to the dialogue “In the gym”, write down words and phrases related to physical fitness; tell us about the main aspects of physical fitness; 2) read the article “Stretching and flexibility”, name the main types of flexibility; 3) look at the pictures with different types of exercises, describe one of the pictures;*

- activities related to the code 2: 1) *work in pairs, read information about jogging, ask a few questions on the text to the partner, discuss the beneficial effects of this type of running; 2) work in groups of 3–4, review training descriptions, choose statements about flexibility training, discuss your choice with partners; 3) work in pairs, look at pictures with types of exercises, describe one of the pictures to a partner, discuss the type of exercise.*

Types of educational activities that can be attributed to code 3, as a rule, are used in foreign language classes of professional purpose in each content module, for example: 1) *work in mini-groups, read information about physical fitness, distribute who from the group presents: physiological aspects, aspects of health, aspects of skills and sports aspects of physical fitness; 2) work in pairs, develop a joint program for the client (imagine that one of you is an instructor, the other is a nutritionist); 3) work in pairs, look at pictures with different types of exercise, prepare a joint description of the exercise.*

Types of educational activities related to code 4 are practically used at the end of the semester or as a final module control, for example: 1) *group work: you must present in English the university gym for first-year students; the presentation should include a description of the work area, equipment, information about fitness instructors, types of exercises, a description of the fitness program; 2) group work: develop a joint fitness program for the gymnast, including flexibility training, stretching, strength and nutrition plan.*

Types of educational activities related to code 5 can be used as a final control of the discipline study, for example: 1) *group work: prepare and make a presentation of the university gym for a delegation of Polish students, using Power Point, include information on practical goals, functions, hall equipment, ways to help customers achieve their goal, and offer illustrative material; 2) group work: develop a fitness plan for the gymnast, including elements of flexibility training, stretching, strength, nutrition plan; a representative of each group presents the plan of his group.*

Among the types of educational activities related to code 5, e.g., is the participation of students in professional communication at a student conference, which is a comprehensive solution of educational and developmental tasks, and which is based on developing students' collaboration skills. It should be noted that such conferences are held by our department on a regular basis. A situation of creative communication of future specialists within the professional sphere of activity is created among the students of our university when working together on the conference materials²¹.

Conclusions

Thus, one of the tasks of an innovative learning environment is to develop collaborative skills, which, in their turn, include skills such as distribution of responsibilities, joint decision-making and interdependent work, as well as the ability to respect colleagues and to make a compromise.

²¹ Некоз І. В. Іноземна мова та професійна підготовка туристичних кадрів у вищій школі. *Вісник Черкаського університету. Серія : Педагогічні науки.* № 2018. Черкаси : Бізнес-інноваційний центр ЧНУ ім. Б. Хмельницького, 2018. 130 с. С. 65–70. ISSN 2076-586X (Print) 2524-2660 (Online). DOI: 10.31651/2524-2660-2018-18

Analysis of teaching activities aimed at developing collaboration skills shows that the research and teaching staff of the Cherkasy National University, in general, use forms and methods of work that promote the development of students' collaboration skills (with different frequency) in the educational process. The most teachers consider it necessary to apply this kind of work both for the educational process and for further success in a professional career. A review of students' learning activities aimed at developing collaboration skills shows that students have different experiences with the usage of collaboration in the learning process. At the same time, the applied forms of work in pairs, mini-groups and groups are approximately evenly distributed. The forms of work for the development of students' collaboration are the most often used in the humanities, and students consider collaboration skills necessary for the success in their professional careers.

The discipline "Professional-oriented foreign language" has potential opportunities to develop skills of collaboration in the educational process, which will also be necessary in the further professional career of students, as the development and analysis of educational activities allowed to distribute some forms and types of education in accordance with the rubrics proposed by the project "Innovative teaching and learning".

Thus, with regard to the frequency of using educational activities aimed at developing students' collaboration skills, the activities of codes 1 and 2 are used at almost every foreign language lesson for professional purposes. Types of educational activities that can be attributed to code 3, as a rule, are used at foreign language classes for professional purposes in every content module. Types of educational activities related to code 4 are practically used at the end of the semester or as a final module control. Types of educational activities that belong to code 5, can be used as a final control of the discipline study.

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**2.3. PERSPECTIVES ON STUDENT PEER PERFORMANCE
EVALUATION WITHIN THE PROCESS OF TEACHING ENGLISH
FOR OCCUPATIONAL PURPOSES
AT THE TERTIARY EDUCATIONAL LEVEL**

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Introduction

Currently, educators pay much attention to preparing university students for prolific graduate work in their spheres of study. This involves formation of a particular dynamic mindset of an expert who will not simply accept and fulfil instructions submissively, but will be a proactive, independent, flexible and mobile specialist who is prone to their further development as a language personality as well. Multi-competence takes into account the presence of both specialised and professional competences. Additionally, it requires integral or universal ones, which are in some way related to the future professional and social life of graduates. Furthermore, special attention should be drawn to the formation and development of a number of transferable social-psychological or soft skills, known as human skills that cover leadership and managerial skills, skills of effective communication, the ability to resolve conflict situations and others that should also serve as characteristic features of a language personality. Despite the conventional belief, it is possible to develop such competencies for the benefit of further professional activity of university graduates not only during the students' learning activity, but also in the process of evaluation of both the learning process and its outcomes. Being involved in peer performance evaluation, students develop new essential skills and competences promoting their further development as language personalities. Students' active participation increases their autonomy and engagement in the learning process. It as well enhances the degree of responsibility towards their own learning and that

of other peer students. The additional advantage of peer performance evaluation is that as a result, students will focus on the aspects of their work under evaluation, thereby improving its quality. Other benefits of application of peer performance evaluation and students' active involvement in the process of learning encompass improvement of their motivation and productivity, development and progress of their ability for critical analysis and critical way of thinking.

As a process, student peer performance evaluation is supposed to include the following components, such as articulation of the purpose of the theme being studied, revealing and collecting relevant information valuable for students in their future profession, analysis and interpretation of information amassed, summarising the facts and informed decision-making. These elements aim to promote students' active involvement in the educational process. Such active involvement in learning will foster critical thinking skills, communicative skills, teamwork skills, collaborative skills; develop social intelligence, higher order thinking and intrinsic motivation; enhance students' sense of responsibility and independent active learning. All the skills and competences will consequently serve a highly useful instrument for preparation of university students for their future successful and productive functioning as employees with a shaped proactive mindset. Student peer performance evaluation as a kind of feedback practices in higher education institutions oriented towards producing non-judgemental evaluating reports is usually non-directive, which is particularly valuable because it becomes positively and beneficially associated with current and forthcoming developments and improvements in students' work and learning outcomes.

Implementation of peer performance evaluation in the system of higher education in Ukraine will increase students' involvement in their own development, professional and personal autonomy in the learning process. In peer performance evaluation, the focus is usually placed on students' involvement in active learning and development of social skills. In the case of participation in peer performance evaluation, students become active and involved in the teaching-learning process as a pro-active valuable part, not just as passive partakers acquiring educational information. That will make them more active as prospective workforce and citizens as well as properly developed language personalities.

§ 1. Modern tasks of teaching a foreign language and a foreign language for occupational purposes at the tertiary level in the context of the development of a language personality

At present, particular attention is paid to preparing university students for vigorous and effective work in their fields after graduation. This implies both the formation of students' specific knowledge and competencies, and the creation of a particular active mindset of an expert. University graduates must be ready to work productively in a team, be able to accept decisions of other group members, to appreciate and adequately evaluate the performance and end products of both their work and the work of other team members.

One of the goals of contemporary higher education in Ukraine is to focus on the production of qualified professionals of multiple competences who would be competitive in the European and world labour markets¹. Multi-competence considers both the specialised and professional competences, and integral or universal competences, related to the future professional and social life of graduates. Moreover, the formation and development of a number of social-psychological or soft skills, which are part of the universal competencies, covering leadership and managerial skills, skills of effective communication, ability to resolve conflict situations attract considerable attention². Regardless of the long-established view, it is achievable to build up such competencies not only during the students' learning activity, but also through the evaluation process of the learning process and its outcomes. Therefore, present-day student-centred approaches in education presuppose students' active involvement in classroom activities that means not just participation in the learning process, but also in the process of evaluation.

¹ Orlova N. Competence-Based Education: Context Analysis for the Subject Area of Philology / *Філологічна освіта в сучасному університеті – проектний підхід до організації роботи згідно з положеннями Європейських кваліфікаційних рамок (досвід Університету Данубіус)* : збірник тез науково-методичних доповідей. Сладковічево, 2017. С. 71–76.

² Орлова Н. Педагогічна доцільність впровадження паритетного формуального оцінювання ефективності навчальної діяльності студентів. *Фундаментальні та прикладні дослідження: сучасні науково-практичні рішення та підходи: Міждисциплінарні перспективи* : збірник матеріалів IV-ої Міжнародної науково-практичної конференції. Банська Бистриця – Баку – Ужгород – Херсон – Кривий Пир, 2019. С. 138–139.

The new demands for quality, goals and content of English for Occupational Purposes (hereinafter as EOP) teaching and learning are imposed by the current processes of globalisation. In this regard, it is essential for educators to consider learners' individual needs, and to ensure existing approaches and demands while planning a learning process. Furthermore, they should take into consideration personal, social, cultural and economic circumstances, which could cause issues and sometimes make fulfilment of an individual's potential in studying impossible. The process of learning EOP by students of non-linguistic study fields remains especially central during the most recent decades. Present-day professional requirements placed on prospective university graduates include the high level of profession-oriented knowledge and skills as well as a combination of willingness and ability to master their professional proficiency, to be a competitive and mobile specialist in our integrated world. Hence, these demands obligatory cover a good command of the English language both for specific and occupational purposes. Subsequently, besides the development of language personalities, the ultimate goal of the higher tertiary education is to train qualified and competitive specialists capable of meeting the employers' requests built upon certain competences of specific character with the secured place of EOP.

Today, teaching students the usage of the English language on a daily basis as well as the peculiarities of its application in profession-specific situations is integrated into the basic tasks of the EOP courses. The features of EOP teaching and learning organisation involve syllabus formation, creating EOP teaching courses, reasoning for timetable arrangements, appropriate amounts of contact study hours, availability and contents of learning and supporting materials. Regarding planning and organisation of EOP teaching and learning, they comprise of the process of development of EOP syllabuses as a product of interaction of several factors, starting from social and institutional policy aspects to the ways the culture of an educational process formed after the documents' implementation. A syllabus design is known to be a complicated process built around an initial analysis of students' needs and the contents of education, with the subsequent evaluation of the program effectiveness. The most well-known approach to the syllabuses' analysis is examining their content, that is, structures, situations, functions and notions, units they are divided into, genres and types of texts, procedures and tasks, language skills.

Various reference sources and researchers as a rule classify a syllabus in similar ways. Oxford Dictionary of Education defines it as a specification of the content of a course of study, when the teacher translates the contents of the syllabus into an appropriately sequenced series of lessons designed to enable learners to achieve the learning outcomes, which the syllabus sets out³. Richards and Rodgers mention that the term syllabus is used to refer to the form in which linguistic content is specified in a course or methods⁴. Hall suggests a syllabus to be generally understood as the content of a particular language programme (or subject area) or the systematic guide that sequences and structures content, specifying what is taught⁵.

The methods of teaching ESP generally entail overt or covert decisions made in the relation to the selection of language items or features to be used within a course or method. Concerning this, we will identify two forms of syllabuses employed: a “priori” syllabus and a “posteriori” syllabus⁶. Priori syllabuses are usually determined in advance of teaching and linked to specific approaches and methods. Educators have proposed a number of taxonomies of syllabus types in language teaching. Richards (2001) lists the following basic syllabus types – grammatical, lexical, functional, situational, topical or content-based, competency-based, skills-based, task-based, text-based, and integrated⁷. These types are used in accordance with the subsequent methods: Oral/Situational methods employ a situational type of syllabus, Audiolingual methods use a grammatical syllabus, Communicative Language Teaching makes use of a functional syllabus, and Task-based Language Teaching is oriented to the task-based type of syllabus. Whatever the type of syllabus, it usually consists of a list of grammatical items and constructions, together with a related list of vocabulary items, or may specify the certain communicative content of a course in terms of functions, notions, topics, grammar,

³ Wallace, S. (ed) (2009) *A Dictionary of Education*. Oxford: Oxford University Press.

⁴ Richards, J.C., Rodgers, Th.S. (2014) (3^d ed) *Approaches and Methods in Language Teaching*. New York : Cambridge University Press.

⁵ Hall, G. (2011) *Exploring English Language Teaching: Language in Action*. Oxon : Routledge.

⁶ Richards, J.C., Rodgers, Th.S. (2014) (3^d ed) *Approaches and Methods in Language Teaching*. New York : Cambridge University Press.

⁷ Richards, J.C., Rodgers, Th.S. (2001) (2nd ed) *Approaches and Methods in Language Teaching*. New York : Cambridge University Press.

and vocabulary, or can be organised in terms of text-types activities such as reports, recounts, and narratives. However, posteriori syllabuses are usually determined after the lesson, from examining lesson protocols and result from interaction between teachers and students. This type of syllabuses is distinctive to process-based methods, such as Community Language Learning, known as Counselling Learning when learners select content for themselves by choosing topics they want to talk about⁸.

Considering the ways syllabuses may be organised, some researchers distinguish syllabuses by content, organisation and presentation⁹. Perhaps the most common way of describing syllabuses is in terms of their content, meaning, the nature of the units the syllabus is divided into, for example, structures, functions and notions, situations, genre and text-type, processes, procedures and tasks, or language skills. Structural syllabuses introduce learners to grammar items such as modal verbs, tenses, plural forms or sentence structures systematically. In such a context, functions, situations or tasks may also be introduced to facilitate the central focus on structures and forms of the target language. Yet despite the fact that the focus on forms and structures has been criticised for a long time, and the impact of communicative and task-based approaches and widespread understanding that meaning matters more than forms, most EOP course books are organised according to the structural type of syllabuses. Contrary, functions or 'the communicative purposes for which we use language' and notions as conceptual meanings such as 'time and duration' propose more meaning-focussed approach to syllabus design, where the basic units include 'asking for information', 'giving advice', etc¹⁰. Furthermore, a syllabus may be organised around situations such as 'at the Supermarket', 'at the Counsellor's', 'at the GP's' etc. Thus, currently, notional-functional syllabuses are rare in their pure form, since ESP courses cannot teach all the functions and structures of the English language. Moreover, they are often organised considering genre- and text-based aspects. Although different in their own ways,

⁸ Richards, J.C., Rodgers, Th.S. (2014) (3^d ed) *Approaches and Methods in Language Teaching*. New York : Cambridge University Press.

⁹ Hall, G. (2011) *Exploring English Language Teaching: Language in Action*. Oxon : Routledge.

¹⁰ Nunan, D. (1988) *Syllabus Design*. Oxford : OUP.

structural, notional-functional and genre-based syllabuses focus on and categorise language. In contrast, procedural, process and task-based syllabuses prioritise principles of EOP teaching and learning and the routes or means of EOP teaching and learning more significantly. Thus, we can differentiate product-oriented and process-oriented syllabuses¹¹. Product-oriented syllabuses usually focus on what is to be learned and are organised according to the external (regarding the students' interests) factors. For example, the learning goals are determined and established by the institutional authority, the course content is selected by an certified expert, objectives are defined in advance, all decisions as for the lesson plans are made by teachers or academics, assessment is made according to the general demands of achievement or mastery. Process-oriented syllabus designs focus on how EOP is to be learned and are as a rule internal to learners as objectives are negotiated between learners and teachers and described afterwards, content is identified by learners and comprise of what learners bring and want, and assessment is made in relationship to the learners' criteria of success¹². Thus, in order not to go to extremes, the most common contemporary type of syllabus designs is the multidimensional or multi-layered syllabus, serving a hybrid type of syllabus that combines structural, functional and notional, task-based learning and skills development elements.

The subsequent aspects of the improvements within EOP teaching and learning involve organising, sequencing and grading the contents. There are numerous ways for contents to be sequenced in EOP syllabuses. The most broadly spread criterion is difficulty, or awareness of necessity to teach easier material before introducing learners to the more difficult items. However, similarly to contrasting external and internal factors influencing syllabus designs, here we might face certain issues in interpreting notions of 'easiness' and 'difficulty'. Moreover, linguistic forms can be of dual nature. The articles in the English language are simple in forms, but the peculiarities of their use are difficult to explain and learn. In addition, the existence of the learners' 'internal syllabuses' linked to 'in-built learning programmes'

¹¹ Richards, J.C., Rodgers, Th.S. (2014) (3^d ed) *Approaches and Methods in Language Teaching*. New York : Cambridge University Press.

¹² White, R. (1988) *The ELT Curriculum: Design, Innovation and Management*. Oxford : Blackwell.

complicates perceptions of what language items learners are ready to learn and, therefore, which language they are likely to find difficult¹³. Usefulness, or urgency, constitutes another principle around which teachers plan EOP syllabuses. It focuses on learners' direct needs and is linked to frequency. On the other hand, the relationship between usefulness and frequency is not always obvious as in some particular contexts definite infrequent words may appear to be more useful than those of more frequency are. Traditions also play an important role in a syllabus design as learners and teachers expect certain items to be included. It draws attention to the principle of grouping items to be taught together, for example, some and any, will and going to and many others. Although syllabuses are often organised linearly, when language items are dealt with one after another and mastery is assumed before learners move on, content is mainly organised cyclically, through a spiral syllabus¹⁴. According to it, learners return to the same content area to explore it in more depth in various contexts. It is typical of this approach to start with learning the basic meaning of the notion, then, on the next stage, to introduce other meanings, steadily advancing learners' knowledge.

Moving to other underlying approaches of categorising syllabuses, we will consider synthetic and analytic language presentations. Syllabuses may present language synthetically, when it is broken down into a series of constituent parts that are taught separately. Alternatively, language may be approached analytically, where a language is not perceived as a series of items to be progressively mastered and there is much less careful linguistic control within the learning environment. Synthetic approaches to syllabus design are directly related to structural syllabuses, and consequently to Grammar-Translation and Audiolingual language teaching methods. More analytical approaches to syllabus design are mainly linked to process-oriented syllabuses and underpin stronger forms of Communicative language teaching and Task-based language teaching. However, most contemporary syllabuses draw upon both approaches, being a combination of them.

¹³ Richards, J.C., Rodgers, Th.S. (2014) (3^d ed) *Approaches and Methods in Language Teaching*. New York : Cambridge University Press.

¹⁴ Corder, S. (1973) *Introducing Applied Linguistics*. Harmondsworth : Penguin.

§ 2. Cooperative learning in the context of the implementation of modern principles of teaching foreign languages for occupational purposes

The use of fundamental principles of cooperative learning based on active cooperation and group work in the process of teaching EOP will help improve the quality of students' independent learning as well as activate their cognitive activity¹⁵. The inclusion of cooperative learning in the curriculum will promote awareness of the diversity of higher education students, active involvement in the learning process of all students, regardless of the level of their knowledge, personal differences and characteristics, their own pace of learning and competences formed¹⁶.

Within the multifaceted approach to the educational process at the tertiary level, special attention should be drawn not only to the formation of students' general, professional and universal competences, but also to the principles of multiculturalism, diversity and inclusivity, since they are crucial for a multifaceted nature of language personalities. In EOP teaching, there is an additional orientation on mastering social and psychological skills during active and complete involvement of students in the whole complex of the educational process¹⁷. Therefore, EOP learning should awaken students' curiosity, willingness for professional and personal growth, desire for effective interpersonal interaction, readiness to solve problematic or conflict situations, and at the same time, it should be dynamic and effective.

¹⁵ Orlova N. Teaching Foreign Languages for Occupational Purposes to University Students of Non-linguistic Study Fields: Concept's Multifaceted and Complex Nature. *Humanities Science Current Issues: Interuniversity collection of Drohobych Ivan Franko State Pedagogical University Young Scientists Research Papers*. Drohobych : Publishing House "Helvetica", 2019. Issue 23. Vol. 3, 2019. 188 p. (P. 93–99). DOI: <https://doi.org/10.24919/2308-4863.3/23.166379>

¹⁶ Orlova N. Student Peer Performance Evaluation: Importance of Implementation for Group Work Enhancement. *Science and Education a New Dimension. Pedagogy and Psychology*. VII(84). Issue: 207, 2019 Nov. Budapest, 2019. 76 p. (P. 26–29). DOI: <https://doi.org/10.31174/SEND-PP2019-207VII84-05>

¹⁷ Orlova N. Student Peer Performance evaluation in the Context of Teaching Foreign Languages for Occupational Purposes. *Humanities Science Current Issues: Interuniversity collection of Drohobych Ivan Franko State Pedagogical University Young Scientists Research Papers*. Drohobych: Publishing House "Helvetica", 2019. № 25. P. 239–243. DOI: <https://doi.org/10.24919/2308-4863.0/25.179025>

During the completion of educational tasks in the context of cooperative EOP learning, students of higher education receive the opportunity to form and improve the qualities and skills necessary for effective performance, fulfilment of the assignments set, solving complex specialised psychological and social issues related to their future professional activities¹⁸. Among the skills and qualities developed in a cooperative context, the following are worth mentioning: leadership skills, ability to communicate effectively with colleagues, establish professional contacts and techniques for identifying and solving problems, willingness to make informed decisions, use the obtained knowledge and experience to set up productive work as a team and successful interpersonal interaction.

Cooperative EOP learning includes assistance, monitoring and evaluation by peers, i.e., students-members of the same group or team. This approach focuses on the development of critical thinking skills in students, which is one of the basic tasks of modern higher education institutions¹⁹. In addition, this approach builds on and at the same time aims to nurture, a commitment to collaborate and develop a communicative and competent component through socially structured interactive activities including group discussions, pair and group work that are carefully planned to maximise student interaction and facilitate students' contribution to each other's learning²⁰.

The implementation of a cooperative approach to EOP teaching and learning will help create a student's conscious mindset related to the awareness of the important implementation of a common task for the whole group or team. The forms of cooperative learning include brainstorming or idea generation, opinion exchange for problem-solving and/or decision-making, puzzle-type and jigsaw activities, creating group projects and presentations, and more.

¹⁸ Orlova N. Student Peer Performance Evaluation: Importance of Implementation for Group Work Enhancement. *Science and Education a New Dimension. Pedagogy and Psychology*. VII(84), Issue: 207, 2019 Nov. Budapest, 2019. 76 p. (P. 26–29). DOI: <https://doi.org/10.31174/SEND-PP2019-207VII84-05>

¹⁹ Orlova N. Development of Transferable Skills through Student Peer Performance Evaluation Activities. *Scientific Achievements of Modern Society. Abstracts of V International Scientific and Practical Conference*. Cognum Publishing House, Liverpool, United Kingdom, 2020. P. 159–167. URL: <http://sci-conf.com.ua>

²⁰ Orlova N. The Methodology of Teaching Foreign Languages. Cherkasy : Chabanenko Ju. A., 2019. 122 p.

Additionally, the learning experience becomes more memorable when social and emotional memories are part of the learning activity. Thus, cooperative learning that involves and engages students' interdependence and collaboration, is a powerful enhancer of effective memorisation during EOP learning²¹. Furthermore, all types of competencies, including socially oriented ones, are formed and developed more successfully in a collaborative environment, while implementing group tasks and projects, the involvement in which is characteristic of the cooperative approach to EOP learning. Carefully selected and structured activities in the context of cooperative learning meet the current requirements related to differences within learning groups. Previously, learning groups were traditionally considered as homogeneous entities. Presently, group differences are linked not only to personality types and to temperament characteristics, levels of foreign language proficiency, educational, cultural and social backgrounds, but also to personal learning paces and styles, learning strategies and more²².

§ 3. Development of Soft or Transferable Skills through Student Peer Performance Evaluation Activities

Awareness of and preparedness for the forthcoming changes within the global employment system can hardly be underestimated these days. In present-day higher education, the trends are associated not only with preparing university students as language personalities to fulfil certain professional duties, to engage in specific profession-oriented activities, but also with providing them with the opportunities to build up and enhance a set of skills to be used in any field they will need to be productive, are constantly becoming more crucial. As Richard Riley has mentioned, we need to prepare students for 'jobs that do not exist yet, using technologies that have not been invented in order to solve problems we do not even know are problems yet'²³. That means that not the job title but the skill sets will be necessary for future employability. There are several employability frameworks that unite

²¹ Orlova N. Development of Transferable Skills through Student Peer Performance Evaluation Activities. *Scientific Achievements of Modern Society. Abstracts of V International Scientific and Practical Conference*. Cognum Publishing House, Liverpool, United Kingdom, 2020. P. 159–167. URL: <http://sci-conf.com.ua>

²² Ibid. P. 164–165.

²³ Gunderson, S., Jones, R. & Scanland, K. (2004). *The Job Revolution: Changing How America Works*. Chicago : Copywriters Inc.

areas as well as the competencies covered in each area. The Pearson Employability Framework, for example, is made up of four areas such as core academic competencies, occupational competencies, personal and social capabilities, career knowledge and transition skills²⁴. Core academic competencies cover literacy, numeracy and digital fluency. Occupational competencies include skills related to a specific job and are known as 'hard' skills. Personal and social capabilities as 'soft' skills or 21st Century skills encompass critical thinking, creativity, communication, collaboration, self-management, leadership and social responsibility. Career knowledge and transition skills include showcasing skills and qualifications, developing a presence on social media, interview skills and CV writing. Critical thinking can be manifested through the abilities to solve problems, make reasoned judgements, analyse and evaluate, reflect and make connections. It can be developed by means of categorising, choosing the best option, making predictions, making decisions supported by reasoning when given time to think. Creativity as an ability to produce novel and useful ideas can be built up by knowing idea creation techniques, through elaborating, analysing, refining and evaluating ideas, forming creative problem solving that are supported by the awareness of freedom to make mistakes. Communication is a social process in which information is exchanged in order to convey meaning and achieve desired outcomes. It can be fulfilled by developing abilities to identify desired outcomes, craft clear messages, model others' minds, adhere to conversations, account for social and cultural differences, listen actively, do in-depth reading and others. Collaboration is more than just 'group work'. However, it is also based on interpersonal communication, conflict resolution, task management, group formation, role assignment and peer evaluation. Self-management is the ability to deal with one's emotions, behaviour, effort and environment intentionally and strategically in the pursuit of goals that are fulfilled via planning, organising, persistence, progress monitoring, control and attention to details. Under present day conditions, leadership has shifted focus from managing and controlling to inspiring and motivating. As a skill, leadership challenges assumptions, establishes vision and possibilities for the future, fosters collaboration among followers, respects and acknowledges contributions, empowers followers and provides authority, maintains accountability,

²⁴ Pearson Employability Framework. Online resource. Retrieved from: https://www.pearson.com/uk/web/future-skills-for-employability.html?utm_source=twitter&utm_medium=social&utm_campaign=GBSEGS0819EPQEM

is open-minded to ideas and viewpoints, provides mentorship. Social responsibility is viewed as the ability to behave ethically and sensitively toward social, cultural, civic and environmental questions. This skill framework is interwoven with the essential transferable skills that are significant and helpful across different areas of life, especially when applying for a job or when thinking about a career change as these skills are highly sought by present-day employers. Moreover, these skills are a great way to show a person can fit for a position or a job, regardless of a person's previous experience, because they can be applied to a wide range of different jobs and industries.

Soft or transferable skills are highly valued by employers because of their ability to show what a person as a candidate brings to a position, and highlight what and to what extent a person has learnt from previous roles or experiences. As examples, we can mention leadership, time management, prioritisation, delegation, listening, communication, research and analysis. In case when several candidates are well qualified for a job, the one who demonstrates developed soft or transferable skills will have higher chances to win the job contract. As it is clear, this type of skills cannot be taught, however, may be enhanced through appropriate activities during an educational process. Moreover, these skills should be formed during studying at all educational levels and mastered at the tertiary educational level with the focus on their practical application in students' fields of study and areas of employability.

Teaching EOP can be valuable for the development of soft or transferable skills. Both modules as academic courses cover not just specific linguistic aspects, but at the same time, may involve certain activities beneficial in the context of fostering soft or transferable skills. Among the methods and approaches used in teaching EOP, cooperative learning is known to promote cognitive activity, increase the level of independence in students in the learning process and so on²⁵. The dynamic nature of the educational process within the framework of cooperative learning, awakening of students' natural curiosity,

²⁵ Orlova N. (2019). Teaching Foreign Languages for Occupational Purposes to University Students of Non-linguistic Study Fields: Concept's Multifaceted and Complex Nature. *Humanities Science Current Issues: Interuniversity collection of Drohobych Ivan Franko State Pedagogical University Young Scientists Research Papers*. Drohobych : Publishing House "Helvetica", 2019. Issue 23. Vol. 3, 2019. 188 p. (P. 93–99). DOI: <http://doi.org/10.24919/2308-4863.3/23.166379>

implementation of the approach of active involvement and the use of student-oriented tasks and activities make cooperative learning essential for addition to a university syllabus²⁶. Despite the lack of its application, cooperative learning is supposed to be a helpful perspective in teaching EOP because of cooperation and collaboration used in it. This approach to EOP learning is focused on the diversity of participants as well as direct involvement of all students in the learning process, regardless of their levels of knowledge and pace of study²⁷.

Cooperative learning is considered an instrument that provides university students with opportunities to engage in learning actively, be involved in sharing ideas, problem-solving, and decision-making in order to complete academic tasks promoting improvement in students' performance. Beneficial roles of cooperative learning in the context of soft or transferable skills development can be explained by the reliance of this approach upon the similar competencies: individual accountability, personal responsibility for reaching individual and group goals, systematic group processing and reflection²⁸. In the context of cooperative learning, development of soft or transferable skills takes place during student-oriented and student-driven activities, promoting not only comprehensive learning, but also the skills necessary for future employment in the flexible global labour market. Soft skills are likely to be enhanced in the collaborative and cooperative learning environment, as students are required to exercise their leadership, communication, conflict resolution skills etc, so they can function efficiently and effectively in future. The cooperative and collaborative learning activities include such forms as think-pair-share, three-step interviews, round-table discussions, structured problem-solving, jigsaw activities and others. Whatever the title, collaborative learning, cooperative learning, group-based learning, the focus in all these cases is placed on student involvement in active learning and development of social skills,

²⁶ Orlova N. Methods of Increasing Motivation for Learning Foreign Languages for Occupational Purposes. *Cherkasy University Bulletin, Pedagogical Sciences Series*. Cherkasy, 2016. № 3. P. 89–95.

²⁷ Orlova N. Student peer performance evaluation: importance of implementation for group work enhancement. *Science and Education a New Dimension. Pedagogy and Psychology*. VII(84). Issue: 207. 2019 Nov. Budapest, 2019. 76 p. (P. 26–29). DOI: <https://doi.org/10.31174/SEND-PP2019-207VII84-05>

²⁸ Slavin, R. E. (1990). *Cooperative learning: theory, research, and practice*. Upper Saddle River: Prentice Hall

allowing for a greater degree of student autonomy in an educational process. The use of the underlying principles of cooperative and collaborative learning based upon collaboration and group work will promote the quality of independent learning and activate curiosity, readiness to grow personally and professionally²⁹. At the time of working on the group tasks during EOP lessons, students develop language skills, profession-oriented competencies and transferable skills significant for future employment. They learn how to communicate with other group-members effectively, and how to convey information and formulate assignments. Students discover how to solve problems either at workplace or in relationships and how to establish and develop professional contacts and relations. Moreover, learners study the ways to identify and resolve conflicts, be ready to make reasonable decisions, accept feedback, evaluate the process and come to relevant conclusions in order to improve the quality of work or study both at the personal and group levels.

Soft or transferable skills are possible to be developed not only during students' learning activities, but also in the process of evaluation of both the learning process and its outcomes. Involvement in peer performance evaluation helps students develop and enhance soft or transferable skills³⁰, since a process of student peer performance evaluation (hereinafter as SPPE) is supposed to encompass such constructs as revealing and collecting valuable information, analysis and interpretation of information amassed, summarising the data and informed decision-making. These elements will then foster communicative and collaborative skills, critical thinking skills, teamwork skills; develop social intelligence, higher order thinking, leadership and managerial skills that will serve a significantly helpful instrument in preparing university students for functioning as flexible and open-to-development employees. Being oriented towards production of non-judgemental evaluating reports, SPPE is a kind

²⁹ Orlova N. Cooperative Learning in the Context of Fulfilment of Present-day Principles of Organisation of Teaching English for Occupational Purposes. *Overcoming Language and Communication Barriers: Education, Science, Culture: Proceedings of International Scientific and Practical Conference*. K. : NAU, 2019. 628 p. (P. 412–416).

³⁰ Orlova N. Peer Performance Evaluation as a Tool Promoting Development of Students' Interdisciplinary Soft Skills. *EU Cross-Border Cooperation Activities and Governance of its Eastern Neighbourhood: Workshop Proceedings*. Cherkasy, 2019. 76 p. (P. 36–39).

of feedback practices associated with current and forthcoming developments in university students³¹.

All activities within the process of SPPE can be directed towards development and mastering certain soft or transferable skills. From the subdivision of communication skills, SPPE will be beneficial to building capabilities to report information, provide appropriate feedback, and respond to both positive and negative feedback appropriately. The skills from the subdivision of planning/research/investigation developed through practicing SPPE in the context of cooperative learning include abilities to identify problems, imagine alternatives, gather information and extract important information, develop evaluation strategies, define needs and make conclusions. Important skills from those of the work survival subgroup that may be fostered during cooperative learning and SPPE activities encompass accepting responsibility, making decisions, attending to detail, evaluating personal and professional strengths and weaknesses. To build up the organisational skills together with leadership and management while completing group tasks, students are required to master abilities to handle details, promote changes, analyse and prioritise tasks, follow up with others to evaluate progress, give praise and credit to others for a job well-done, identify people who can contribute to solutions of problems or tasks, take responsibility for decisions.

When being involved into SPPE activities during and after completing group-based tasks and projects, students are likely to build up such abilities as to define problems and identify possible causes, identify possible solutions and select the most appropriate one; develop plans to implement solutions, involve group members to evaluate solutions etc.

Involvement in SPPE allows students to analyse and evaluate the skills within such groups as an academic field, an organisational side, productivity and social factors. The academic aspects to be evaluated cover awareness and ease with material under discussion, enthusiasm and interest in the project contents, intellectual contributions made to the team project discussion etc. The following statements will represent the organisational side: regular and punctual attendance of group

³¹ Orlova N. Peer Performance Evaluation as a Tool Promoting Development of Students' Interdisciplinary Soft Skills. *EU Cross-Border Cooperation Activities and Governance of its Eastern Neighbourhood: Workshop Proceedings*. Cherkasy, 2019. 76 p. (P. 36–39).

meetings, prompt completion of the assigned tasks, qualitative preparation of the tasks assigned, accuracy in task completion, participation in developing ideas and planning project work, participation in leading or facilitating group work or discussion, reliability in terms of attending group meetings. Students' effectiveness and productivity may be evaluated through the following assertions: the amount of work done, the quantitative value of the useful ideas brought in, willingness and readiness to accept and fulfil the tasks given, accurate and complete completion of the assigned tasks. Among the social skills, we should distinguish between demonstration of cooperation and support with other members of the group, willingness to cooperate with individual members of the group in successive project work, the degree of contribution of each group member to the collective project work, willingness to discuss the ideas of others. In addition, social skills include assistance and readiness to foster and support other group members, capacity to share thoughts, listen attentively and appreciate the views of other group members, positive contribution to the group work, assistance and support given to other members of the group in their tasks, awareness of the personal value of each group member³².

§ 4. Student peer performance evaluation: ways of implementation at the tertiary educational level for the benefits of language personalities' development

Present-day student-centred approaches in education presuppose students' active involvement in classroom activities that means not just participation in the learning process, but also in the process of evaluation. In this context, it is required to distinguish between assessment and evaluation. In general, all types of assessment and evaluation are meant to measure the effectiveness of learning³³ and can be based upon either qualitative evidence, or a quantitative assessment. According to Wallace, evaluation should be differentiated from

³² Orlova N. Student peer performance evaluation: importance of implementation for group work enhancement. *Science and Education a New Dimension. Pedagogy and Psychology*. VII(84), Issue: 207, 2019. Budapest, 2019. 76 p. (P. 26–29). DOI: <https://doi.org/10.31174/SEND-PP2019-207VII84-05>

³³ Куліш І. М. До проблеми оцінювання навчальної діяльності здобувачів вищої освіти з іноземної мови професійного спрямування. *Проблеми мовної особистості: лінгвістика та лінгводидактика* : матеріали IV Міжнародної науково-практичної конференції. Черкаси, 2018. С. 171–176.

assessment because only students' levels of attainment may be assessed, whereas the effectiveness of the learning process should be evaluated³⁴. That is, as mentioned by Frank, assessment is a summative form of measuring students' attainment focussing on learning outcomes, while evaluation represents a formative type of assessment focussing on learning as a process³⁵. In other words, evaluation is the assessment for learning which aims to facilitate the development of necessary competencies in students.

However, it is important to emphasise that peer evaluation plays a significant role in the process of evaluation as a multifaceted concept. This type of evaluation involves peer students who provide evaluation of certain aspects linked to their own and other students' level of participation in the learning process³⁶. Being involved in peer performance evaluation, students develop new essential skills and competences. Moreover, students' active participation will increase their autonomy and engagement in the learning process. It will as well enhance the degree of responsibility towards students' own learning and that of other peer students³⁷. The additional advantage of peer performance evaluation, as stated by Farrell and Jacobs, is that ultimately, students will focus on the aspects of their work under evaluation, thereby improving the quality of that work³⁸. Other benefits of application of peer performance evaluation and students' active involvement in the process of learning encompass improvement of their motivation and productivity, development and progress of ability for critical analysis and critical way of thinking.

As a process, SPPE presupposes incorporation of the following components, including articulation of the purpose of the theme being studied, revealing and collecting relevant information valuable for students in their future profession, analysis and interpretation of information

³⁴ Wallace, Susan. (Ed.). (2009). *A Dictionary of Education*. New York : Oxford University Press. 335 p.

³⁵ Frank, Jerrold. (2012). The Roles of Assessment in Language Teaching. *English Teaching Forum*. Vol. 50. № 3. P. 32.

³⁶ Hall, Graham. (2011). *Exploring English Language Teaching: Language in Action*. New York : Routledge. 282 p.

³⁷ Frank, Jerrold. (2012). The Roles of Assessment in Language Teaching. *English Teaching Forum*. Vol. 50. № 3. P. 32.

³⁸ Farrell T. S. C., Jacobs, G. M. (2010). *Essentials for Successful English Language Teaching*. London : Continuum International Publishing Group, 142 p.

amassed, summarising the facts and informed decision-making. These elements aim to promote students' active involvement in the educational process. Students' participation in the process of evaluation will widen their understanding of learning requirements and learning outcomes expected. Thus, it will improve both of them, meaning the process and product of learning. Since the process of peer performance evaluation does not entail pure peer judgement and grading, it focuses on the ongoing learning process, consequently, providing student participants with the possibility to influence it while assisting others and correcting their performance. So, students become more actively involved in the educational process. Such active involvement in learning will foster critical thinking skills, communicative skills, teamwork skills, collaborative skills; develop social intelligence, higher order thinking and intrinsic motivation; enhance students' sense of responsibility and independent active learning. All the skills and competences will serve a highly useful instrument to prepare university students for their future successful and productive functioning as employees with a shaped proactive mindset. Student peer performance evaluation as a kind of feedback practices in higher education institutions oriented towards producing non-judgemental evaluating reports is usually non-directive, which is particularly valuable because it becomes positively and beneficially associated with current and forthcoming developments and improvements in students' work and learning outcomes.

SPPE in the context of cooperative learning can be a useful tool that will improve both the learning process and its outcomes, but it also prepares students for engaging in and accomplishing group tasks in their future professional fields as successful and productive industry professionals who work together to achieve common goals. Cooperative or group-based learning is highly dependable on various socio-psychological factors. The most influential group-work phenomena include social facilitation and social loafing. The latter is an example of social inhibition as a general effect where the presence of others interferes with or inhibits the carrying out of actions³⁹. According to Colman (2009), social loafing as a tendency to reduce the effort toward a task as part of a cooperative group, tends to occur when

³⁹ Reber, A. S., Allen, Rh., & Reber, E. S. (Ed.). (2009). *The Penguin Dictionary of Psychology* (4th Ed). London : Penguin Books.

individuals contribute to a group product⁴⁰. In academic, cooperative settings, the effect of social loafing can be noticeable as students put less effort into solving academic or applied cognitively complex problems when these tasks are carried out in a group. As been mentioned by Zajonc (1965), a reason for social loafing to occur can be the presence of other people that can make individuals feel relaxed and anonymous⁴¹. Another cause of group pathologies including social loafing described in a recent comprehensive review on group behaviour by Baumeister et al (2015) linked their occurrence to submerging of the individual self in the group⁴². Thus, social loafing can be reduced by making individual contributions identifiable within the group evaluated adequately. It means that group members' efforts can be enhanced when the group is subject to student peer performance evaluation. SPPE can improve reciprocal communication within the group; consequently, better communication quality will promote the reduction of social loafing.

As stated by Hall (2011), assessment as the general process of monitoring or keeping track of the learners' progress can fulfil both a formative and summative role⁴³. Jerrold Frank suggested that student peer evaluation can serve an effective alternative form of formative assessment involving students who themselves evaluate each other's levels of participation, engagement, behavioural and organisational aspects⁴⁴.

In higher education in Ukraine, summative assessment focusing on results of learning, in other words, on learning as an end product, is traditionally used to grade students who are exceptionally passive in the process of assessment. Formative assessment, or evaluation aims to facilitate the development of content and competences through

⁴⁰ Colman, A. M. (Ed.). (2009). *A Dictionary of Psychology* (3d Ed.). Oxford and New York : Oxford University Press.

⁴¹ Zajonc, R. B. (1965). Social Facilitation. *Science, New Series*. Vol. 149. № 3681. Jul. 16, 1965. P. 269–274.

⁴² Baumeister, R., Ainsworth, S. & Vohs, K. (2015). Are Groups More or Less than the Sum of their Members? The Moderating Role of Individual Identification. *The Behavioral and brain sciences*. 2015, May 1. Pp. 1–38. DOI: 10.1017/S0140525X15000618

⁴³ Hall, G. (2011). *Exploring English Language Teaching: Language in Action*. New York : Routledge.

⁴⁴ Frank, Jerrold. (2012). The Roles of Assessment in Language Teaching. *English Teaching Forum*. Vol. 50. № 3. C. 32. Available at: <https://files.eric.ed.gov/fulltext/EJ997527.pdf>

evaluation of students' own activity and that of their peers', members of the same group, activity. In this case, students play an active role and are highly involved in the teaching-learning process as its valuable part. Although this form of evaluation is not widespread in the system of higher education in Ukraine, it is significant to promote and implement SPPE in the tertiary educational level in Ukraine, as it is supposed to be beneficial for both learning as a process of gaining new knowledge, skills and competences, and learning outcomes as a final product to be assessed summatively by a tutor. Due to its features, SPPE helps students develop essential skills, increases students' autonomy and engagement as well as enhances the degree of responsibility towards their own learning and that of other students. SPPE is usually associated with group/team work with each group/team member's contribution to the process and final product being significant. The levels of group/teamwork competencies and skills can hardly be assessed by teachers or tutors solely. As a rule, group members have more opportunities to amass the information required for a sufficient evaluation. Thus, SPPE can be considered as an effective tool for tutors aiding them in group-work evaluation. However, it is crucial to point out the weaknesses SPPE has. Information about students obtained from students, peer group members, is definitely influenced by social acceptance within a group, students' relationships and attitudes towards other group members. Depending on relationships within a group, or personality traits of individual students, group members can either express unwillingness to criticise other students as their friends or be overwhelmed by a wish to over-criticise those they have bad relations with or negative attitudes to. As the subjectivity seems to be the main weakness influencing the effectiveness of SPPE, the thorough evaluating instruments should be developed to solve the issue. The students need explanation, demonstration, preparation and training. As stated by Hains-Wesson (2013), the teaching staff should inform students and discuss aspects linked to SPPE, starting with its objectives, procedure and expectations⁴⁵.

Since SPPE is not incorporated into the system of higher education in Ukraine, its implementation in the context of teaching EOP requires

⁴⁵ Hains-Wesson, R. (2013). Peer and Self Assessment. Available at: https://www.deakin.edu.au/_data/assets/pdf_file/0020/53462/peer-and-self-assessment.pdf

substantial preparation. It should include preliminary studies on students' perspectives on possibilities of involvement into SPPE, design and development of questionnaires, experiment verification of the influence SPPE has on the progress of both individual students and team/group work, and subsequent implementation of SPPE into the learning progress. Thus, effective SPPE implementation requires development of SPPE tasks with clear, unambiguous, and understandable criteria and standards, engagement in training and practicing SPPE activities before actual employment of SPPE. In case of evaluating students' contribution to group work or project, it should be clearly stated what degree, content and extent of a student's contribution will be evaluated. Therefore, it is vital for students' explicit encouragement to provide them with adequate instruments to practice SPPE effectively. In this context, it is necessary to know students' views of the form and contents of SPPE questionnaires, as well as their attitudes towards SPPE as a prospective form of evaluation during EOP teaching and learning. To develop effective SPPE instruments to examine students' views on SPPE for learning and improvement of the learning process and learning outcomes with regard to group/team work, it is necessary to distinguish students' key skills and activities to be evaluated by their peers. As mentioned by Peng (2010), the core skills revealed during students' group work to be evaluated encompass participation in group meetings and discussions, degree of preparation for meetings and discussions, communication with other group members, effective contribution to group work and fulfilment of allocated responsibilities⁴⁶. It is assumed that these five skills are definitely associated with group/team work and should be included into questionnaires. However, some skills are more complicated. Consequently, they need formulation that is more detailed. To amass required data concerning students' personal attitudes and considerations as for SPPE and its implementation, it is essential to design a questionnaire for conducting a semi-structured interview. Since collaborative group/team work presupposes that not only academic factors will be involved, it is necessary to add evaluating statements concerning social aspects, productivity and organisational constructs.

⁴⁶ Peng, Jui-ching. (2010). Peer Assessment in an EFL Context: Attitudes and Correlations. *Selected Proceedings of the 2008 Second Language Research Forum*, ed. Mathew T. Prior et al. 89–107. Somerville, MA: Cascadilla Proceedings Project.

Consequently, the questions for a semi-structured interview are supposed to clear up the following: (a) *Have you ever experienced SPPE?* (b) *Do you think your personal relationships can influence the objectivity of your evaluation?* (c) *How will your personal relationships influence your evaluation of other group members?* (d) *Can SPPE influence the quality of the whole group/team work? (If Yes – explain how)* (e) *Can SPPE influence productivity of work of individual group members? (If Yes – explain how)* (f) *Can SPPE be used as a means to influence group members?* (g) *Is there a possibility that the prospective implementation of SPPE will improve the quality of preparation and learning outcomes of group/team work?* (h) *Will SPPE implementation influence group/team work dynamics? (If Yes – explain how)* (i) *Do you consider it necessary to implement SPPE in the system of higher education in Ukraine?*

The Likert-like scale questionnaire statements can be divided into four skill groups: an academic field, an organisational side, productivity and social factors. The academic aspects to be evaluated cover awareness and ease with material under discussion, enthusiasm and interest in the project contents, intellectual contributions made to the group/team project discussion etc. The organisational side will be represented by the following statements: regular and punctual attendance of group meetings, prompt completion of the assigned tasks, qualitative preparation of the tasks assigned, accuracy in task completion, participation in developing ideas and planning project work, participation in leading or facilitating group/team work or discussion, reliability in terms of attending group/team work meetings. Students' effectiveness and productivity may be evaluated through the following assertions: the amount of work done, the quantitative value of the useful ideas brought in, willingness and readiness to accept and fulfil the tasks given, accurate and complete completion of the assigned tasks. Among social skills, we should distinguish demonstration of cooperation and support with other members of the group, willingness to cooperate with individual members of the group in successive project work, the degree of contribution of each group member to the collective project work, willingness to discuss the ideas of others, assistance and readiness to foster and support other group members, capacity to share thoughts, listen attentively and appreciate the views of other group members, positive contribution to the group work, assistance and support given to other members of the group in their tasks, awareness of the personal value of each group member.

Conclusions

To summarise, it should be stated that in the process of the development of a language personality through the SPPE during teaching a foreign language and a foreign language for occupational purposes at the tertiary educational level, academics are to take such aspects as syllabus types and designs, principles and components of cooperative learning, and organisational peculiarities of SPPE and its ways of implementation into consideration.

Thus, it is significant to mention that EOP syllabus designs involve certain decisions about language content, organisation and presentation. Syllabuses provide transparency, clarifying learning objectives for teachers, learners and other interested parts including parents and policy-makers. They also regularise and guide teaching and learning; specifying what content is taught and how it should be organised. Yet the main attempts in a syllabus design are to ensure uniformity, it is highly problematic to identify clearly what can be learned easily and quickly, as well as to predict EOP learning outcomes through individual characteristics, which involve 'hidden syllabuses'⁴⁷. 'Hidden' syllabuses may be typical not only of learners. Here we can speak about teachers' 'hidden' syllabuses since their beliefs about the EOP learning content and its organisation differ from the 'official' syllabus. Indeed, all interested parties including learners, teachers, parents, institutional authorities and policy-makers may have their own 'hidden syllabuses' that may cause mismatches between the 'official' syllabus and actual practice⁴⁸. Finally, it is significant to state that in order to enhance EOP learning organisation it is necessary to remember that syllabuses should act as a guide for teaching and learning, however they are not to be too prescriptive or overly comprehensive, since they may be viewed by teachers as controlling and disempowering documents that impose both content and classroom methodologies. Consequently, syllabuses need to be designed in close connection between teachers, learners and administrators and leave scope for individual interpretation. There is a pressing need for a more modern and flexible syllabus in EOP at

⁴⁷ Johnson, R. K. (1989) 'A Decision-making Framework for the Coherent Language Curriculum'. In R.K. Johnson, (ed.) *The Second Language Curriculum*. Cambridge : CUP. P. 1–23.

⁴⁸ Nunan D. (1989) 'Hidden Agendas: The Role of the Learner in Programme Implementation'. In R.K. Johnson, (ed.) *The Second Language Curriculum*. Cambridge : CUP. P. 176–186.

university level⁴⁹. Besides, following the recommendations given by Bolitho and West, contemporary versions of EOP syllabuses designed in Ukraine should be organised in accordance to the current approaches and correspond to the worldwide standards⁵⁰. Since there exists an urgent requirement for contemporary teaching and supporting EOP materials, a more modern and flexible syllabus for English at university level, the Ministry of Education and Science of Ukraine should ensure that international EOP materials are used with the accompanying technological support and aids. Furthermore, a contemporary, communicative EOP syllabuses that meet international standards is being developed, and EOP courses are taught correctly in accordance with the number of contact hours recommended for the entire study period (of four years) to achieve required CEFR standards in language learning⁵¹.

Thus, cooperative EOP learning is oriented towards the formation of the necessary competences in contemporary graduates that is an important condition for their present successful learning and further productive activity in the field of their chosen field.

Moreover, taking into account the content and the specific components of the cooperative learning and SPPE, it becomes evident that they both serve a setting that will facilitate the effective development and improvement of soft or transferable skills in almost all subdivisions. The value of a wider use of cooperative learning during EOP lessons and SPPE implementation at the tertiary educational level will promote desired productive changes in the progression in the development soft or transferable skills and their enhancement for the benefit of students' academic and employment success and progression in their academic activities and future employment. SPPE is supposed to be very useful in order to prevent social loafing, since it can help distinguish individual contribution from group products⁵².

⁴⁹ Bolitho R. & West R. (2017) The internationalisation of Ukrainian universities: the English language dimension. British Council, Ukraine : English for Universities Project / Інтернаціоналізація українських університетів у розрізі англійської мови. Проект «Англійська мова для університетів» / Род Болайто та Річард Вест. К. : Видавництво «Сталь». 2017. С. 82.

⁵⁰ Ibid. P. 95.

⁵¹ Ibid. P. 96.

⁵² Peng, Jui-ching. (2010). Peer Assessment in an EFL Context: Attitudes and Correlations. *Selected Proceedings of the 2008 Second Language Research Forum*, ed. Mathew T. Prior et al. 89–107. Somerville, MA: Cascadilla Proceedings Project.

However, to become actively engaged in SPPE, students should be aware of its benefits, know how to learn from it, not just simply judge others and be judged by others. The non-directive nature of SPPE promotes its positive association with forthcoming improvements and developments in students' current learning process as well as their future career.

Thus, implementation of SPPE in the system of higher education in Ukraine will increase students' involvement in their own development, professional and personal autonomy in the learning process. In peer performance evaluation, the focus is placed on students' involvement in active learning and development of social skills. In the case of participation in peer performance evaluation, students become active and involved in the teaching-learning process as a pro-active valuable part, not just as passive partakers acquiring educational information. That will make them more active as prospective workforce and citizens. In order to implement SPPE effectively, we should consider students as significant stakeholders with their individual and different from those of teaching staff's perspectives on SPPE in general and within EOP context in university settings. Subsequently, the implementation of SPPE will serve a functional construct of the process of teaching students whilst developing their language personalities at the tertiary educational level in Ukraine.

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