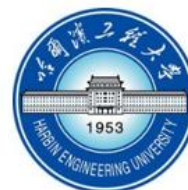


МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ

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«МОВНА ОСВІТА: ВИКЛИКИ, ПЕРСПЕКТИВИ ТА ІННОВАЦІЇ»

Збірник наукових праць



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context. Given the continuous evolution of communicative practices, the multimodal approach offers an adequate means of understanding literature as a dynamic, living phenomenon of modern culture [4; 6; 1].

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HOME READING AS A MEANS OF DEVELOPING ENGLISH COMMUNICATIVE COMPETENCE OF STUDENTS OF LANGUAGE FACULTIES

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Formation of the communicative competence which consists of language, speech and socio-cultural components - is the basic purpose of studying foreign languages.

Different scientists studied the problem of formation of the communicative competence with the help of home reading, such as N.S. Borisco, Yu.I. Pasov., N.C. Sklyarenko and others. The home reading is the necessary component of the process of studying foreign languages, because foreign language proficiency foresees the active role of the reader who perceives and redoes both language and rich in content information, that literary text carries in itself. During the work with a literary text the students understand foreign language in its socio-cultural context, they study to analyse, to doubt the idea, rightness of hero's acts, to ground the judgements. However for today, mostly on home reading lessons, attention is paid to mastering the vocabulary and oral speech. However exactly the home reading allows to submerge in the atmosphere a literary work, epoch, country, certain environment.

The technology developed by the candidates of philological sciences V. V. Yevchenko, S.I. Sidorenko to these two works allows students to study English in its socio-cultural context and form communicative competence. Both authors offer the home-reading technology, which examines the study of the adequate understanding of text as integral unit, and also foresees forming students' speech competence, that is forming the skills of a language code mastery. The basic stages on this way of forming lexical, grammatical and speech competences with the purpose of avoiding linguistic difficulties of understanding and discussion of the literary text. Except formation of language and speech competences, the strategy of work with the literary text as one of forms of communication provides for forming the socio-cultural competence. Thus, the

technology of work with the literary text offered by the authors is directed on forming of all components of the communicative competence, from which a sociocultural component is considered a dominant, development of skills and abilities of understanding of sociocultural background of literary text, its problematic and literary-stylistic features, development of speech culture, study to percept any foreign language in a certain genre-stylish and time-cultural context.

The offered technology can be used both for the work at class or independent work, here a considerable accent is done on the tasks which are focused on the independent work and which stimulate a thinking process.

Such technologies are focused on formation of all main components of communicative competence: language, speech and socio-cultural ones.

Basic stages of forming the language component of communicative competence are formation of lexical and grammatical competences. It is achieved by the number of lexical and grammatical tasks.

Lexical exercises and tasks are different after the level and orientation. After the purpose and complication, they can be divided into three levels.

For the exercises and tasks of the first level it is enough to know the value of lexical units. After the study of values of lexical units, which are offered, it is recommended to the reader to find them in a text and see, how they are used by a writer contextually. Exercises on activation of vocabulary of work are farther offered. There are basic types of tasks at this level, for example:

1. Learn the words and expressions given in the suggested list of useful words and expressions. Recall the situations from the text in which they are used.
2. Find in the text sentences which mean the same as the sentences below.
3. Look at the sentences below. Choose the missing verb from the list on the right and put it into the correct form.

Considerable attention is paid traditionally to the problem aspects of the English vocabulary: to the phrasal verbs, use of adjectives, set-expressions and others like that. Such types of tasks are directed on fixing of these linguistic phenomena, as:

1. Replace the underlined words with the correct forms of the phrasal verb.
2. Fill in the gaps in the sentences below with a suitable preposition or postposition.
3. Look at these sentences, Pick out the missing phrasal verbs from the list on the right. Make sure you use the proper form of the verb.

The second level of lexical exercises and tasks is focused on discovering lexical units polysemy, including specificity of their contextual, figurative and phraseological functioning. It is suggested to the students to account for the value of words and combinations of words in sentences from the text, to comment on the contextual use of word, to choose synonyms, to find semantic accordances.

1. Here are some sentences from the text. What do you think the words in bold type mean?
2. Out of three options given below for each sentence choose the one which is closest in meaning to the word or phrase in bold type.
3. What do the words refer to? Comment on their usage.

The aim of the third level is to teach readers to see stylish and artistic-expressive variety of the English vocabulary and on this basis to form own skills of the adequate use of lexical units. It is suggested to mark the stylish sphere of the use of lexical unit (book, neutral, colloquial, out-of-date vocabulary), to comment on the expressive effect of the writer's usage of certain words and expressions, on the role of emotionally-marked adjectives and participles, to expose author's implication, means of creation of humour, irony and others like that.

1. Find the following words and phrases in the text. In this context do they denote the author's approval, disapproval or neither? Comment on the emotional effect of their usage.
2. The author uses many formal and literary words in the text. Match the formal words on the left with their synonyms which are less formal or neutral on the right.
3. The following adjectives are used in the text to make things sound more emphatic, impressive, humorous or attractive. Find the exact meanings of the words and explain their usage in the text.

Support of student's motivation, the tasks in the form of puzzles, cross-words, "torn words", tasks on logical thought are the necessary constituents of work with the vocabulary. The content of the tasks itself and formulation aim students at work with a text, for example:

1. Complete the puzzle using the adjectives from the text.
2. Complete the crossword using the clues to help you find the necessary adjectives used in the text.

The purpose of teaching the communicative competence is the development of speech competence skills. It is suggested to develop them in a monologue, dialogue that polilogue forms of language. For example:

1. Why did Anne call her little speech to Mrs. Barry "a pretty dignified way of speaking"? [2;225]
2. Whom do you like better, Julia as a person or Julia as an actress? Is it right to say that every woman in her life has something of an actress? Motivate your answer. [1;150]
3. Do you think Anne is good at judging people? Can her assessment of people's actions and characters be trusted? What can be said about the way of her talking about different people of Avonley? Do you think she is just or tactful in her judgement? Can her talking be called vain, self-centered, childish, immodest, or something else? [2;288]

The discussion begins with the questions, aimed on reproduction of events, recreation of logic of a story. Farther there is transition to the estimated questions which suggest to the reader to analyze actions and utterances of characters, to give them the estimation, explain, what character traits are exposed by different acts or utterances.

1. Summing up your first impressions of Julia, what kind of person do you imagine her to be? Do you feel you will like her? Why? [1;85]
2. Describe the tea party as if you were invited to it as a third participant. What would you say about the atmosphere of this party and the roles the girls play? [2;187]

3. Highlight what are the most important in the chapters you have read. [1;267]

The offered tasks aim a reader on a necessity to justify the conclusions on the basis of the text material.

Technologies of forming the socio-cultural competence are directed on the improvement of students' knowledge and world view. It is suggested to the reader to speak out in a verbal or written form according to the problematics of the text, to compare the vital experience to the situations which are described in the text, to comment on the features of characters' conduct conducts in their surroundings. Exactly on this stage a reader studies to see multi-level of the literary text and gradually passes from a superficial level, level of events and facts, through the second level, level of analysis and estimations of characters and their actions and relations, to the third, deep level of author's implications, author's style and author's "message" to the reader. Readers are displayed to the level of understanding the author's style and "mechanisms" of creation of different effects. It is suggested to them to be thoughtful concerning author's attitude towards heroes, events, utterances, by the paths of his/her expression, by the means of creation of humorous or ironical effects, to account for the possible reasons of writer using certain words or syntactic means and others like that.

1. What did Anne call "the whole big dear world"? In what way does it characterize her and her understanding of nature? Pick out some more lines from the text to prove your point [2; 68]
2. Find situations where you can feel the author's irony towards Julia. How does the author show his attitude to his heroine? In what way does it help to create Julia's image as an actress? [1;306]
3. In what way do you think a vain person is different from an ambitious person? Who can be called ambitious and who can be called vain in the text?

Prove your point. [1;112]

Formation of socio-cultural competence means work over its elements as such as students's socio-cultural familiarity.

1. What do you think about the long-favoured approach in education expressed in the motto "Children should be seen not heard"? Do you think some families and schools still support it? [2;41]
2. What have you learnt about Avonlea? In what way does the author picture the life of this town and its people? Pick out the details in the text that show that the scene is laid in a small provincial town in Canada. [2;38]
3. Why do you think the author calls one afternoon in the life of children of Avonlea "golden"? [2;258]

While doing all these tasks a student can conduct an inner dialogue with the heroes of the literary work, can understand their inner world which is exposed by the author before the reader. We consider the literary text as one of the important forms of communication, because every artistic work affects readers, their personality.

That's why on lessons of home reading of English literary work together with students we read such literary works as «Theater» by Somerset Maugham for the 2 course and «Anne of Green Gables» by Lucy Montgomery for the 3 course. During our lessons students may discuss events of the literary works from the point of view of definite characters. They create dialogues where they speak as if they were one of the

characters. They may even have general disputes involving all characters. Really during lessons of home reading of English literary work students study English in its socio-cultural context and form communicative competence.

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우크라이나 한국어교육에서 문학을 통한 치유적 접근 가능성

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1. 들어가며

세계적으로 큰 관심을 모으는 우크라이나는 2022년 2월 24일 러시아의 전면침공으로 인해 오늘날까지도 세계적인 관심과 지원을 받는 상황에 처해 있다. 러시아의 전면침공이 시작된 순간부터 모든 우크라이나 국민은 두려움을 느끼고 스트레스를 겪고 있다. 우크라이나 니스 연구소(The National Institute for Strategic Studies: NISS)의 연구 결과에 따르면 우크라이나 국민의 40-50%가 심리 상담이 필요하다. 전시 상황에 처한 우크라이나 국민들은 집단적 트라우마 (collective trauma)는 물론 국민의 40-50%는 외상 후 스트레스 장애(post-traumatic stress disorder(PTSD))¹ 를 겪고 있다.

집단적 트라우마와 외상 후 스트레스 장애를 겪고 있는 전쟁 불안의 모호한 사회적 상황에서 학업을 이어가는 우크라이나 대학생들은 자신의 정체성을 확인하고 진로를 모색하는 등 다양한 활동을 적극적으로 해야 한다. 따라서 학업 수행과 진로 준비에 시간과 에너지를 쏟는 것 외에 ‘전쟁’이라는 매우 어려운 상황에 처해 있다. 이들이 전쟁으로 인한 ‘불안’, ‘두려움’, ‘혼돈’ 등 털어내고 타자와의 원만한 관계를 형성하고 치유가 될 수 있도록 우크라이나 한국어 교육에서도 그 역할에 대해 고민해 봐야 한다. 전쟁 상황 속에서 한국어와

¹ <http://surl.li/qgzhex> (검색일 : 2025.01.06)

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