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**PEDAGOGICS**

**UDC 81’243**

***Atirkul Ahmanova***

***(Astana, Kazakhstan)***

**PROBLEMS OF STUDYING RUSSIAN AND CROSS-CULTURAL COMMUNICATION OF REPATRIATE-KAZAKHS IN KAZAKHSTAN**

The article discusses the role of intercultural competence formation in the process of successful adaptation of repatriate students to the realities of modern Kazakhstan.

The analysed material was collected from some survey results conducted among first-year and senior repatriate students trained in various specialties in Eurasian L. N. Humiliev National University (2013). In general, 100 people participated in the survey (1st year students – 60%; senior students – 40%), among the respondents there are students who came from China (59%), Mongolia (23%), Uzbekistan (18%).

The purpose of this paper is to study the specificity of intercultural competence formation of repatriate students while mastering Russian. The data obtained permit to explore the willingness of the repatriate students to start intercultural communication in multinational and multicultural society in Kazakhstan.

The paper analyses the respondents’ attitudes toward the Russian language and the representatives of Russian nationality, motives of studying Russian, the level of repatriate student’s inclination to intercultural communication.

The results confirm the complexity and ambiguity of the acculturation and adaptation process of repatriate students, their psychological and social enthusiasm for linguistic and cultural interaction in a multi-ethnic Kazakh society. Analysis of the study results consents to make the following conclusions:

1. Positive changes in the motivation to master Russian are associated with the formation of the intercultural competence in the process of mastering it, facilitating the successful adaptation of repatriate students in a multi-ethnic Kazakh society.
2. Didactic aspect of the problem is associated with the search of the most effective technologies for teaching Russian and the solution of the issue of training and methodological support of the discipline, taking into account the optimal reflection of intercultural communication components.
3. Successful adaptation of Kazakh repatriates in modern Kazakhstan reality depends on their level of intercultural competence, the formation of which is carried out in relation to mastering of the languages dominating in the communicative space and the development of socio-cultural experience of the individual, his mastery of the relevant models of verbal behaviour considered adequate in the society norms of communication.

**UDC 378:80**

***Tetiana Horohova***

***(Kyiv, Ukraine)***

**EDUCATIONAL TEXT AS AN INSTRUMENT TO FORM A GRAMMATICAL COMPETENCE OF STUDENTS OF PHILOLOGICAL SPECIALTIES**

Retrospective analysis of linguistic and linguodidactic sources shows that the concept «text» has been long functioning in science, but its content is still controversial.

In each text there are the functional and stylistic orientation (educational, scientific, literary text etc.) in certain degree. They have the stylistic qualities that depend on the style, content and author’s personality.

The article is mostly concentrated on educational text as an instrument of forming a grammatical competence of students-philologists.

The text proposed by a teacher has the language material that contains necessary linguistic units to study (words, phrases, sentences), with the help of tasks that presupposes working on this linguistic material, building their own expressions of different types and styles of speech.

Teaching language from the text helps to:

– improve the quality of knowledge, cognitive interest in the discipline;

– searching, understanding of information and its complete and profound transmission;

– create the appropriate models of activity;

– develop the creative collaboration;

– use the experience, ideas and approaches of others;

– develop the emotional and aesthetic sensitivity.

That is why the educational text is considered in the article as a multi-formation, which contains: motivational level and the level of communicative intention, subject-denotatum level, informative level or level of content, predicative relationships and their logical organization in the process of comprehension.

In the process of theoretical material mastering via educational texts such basic levels of cognition are implemented:

– the level of theory understanding;

– the level of theoretical material mastering via practical comprehension of the content;

– the level of perception of the large textual block by building real rules, mini-text, generalizing tables or diagrams.

The particular feature of the educational text is in the implicity of expression and reasonableness of the theory and concept. The principal feature of the educational text is the basis for activisation of students’ cognitive activity of, creative research for task solving, analysis, synthesis, focused, gradual organization of students’ mental activity.

**UDC 378: 811.161.2**

***Olha Zakharchuk-Duke***

***(Kyiv, Ukraine)***

**METHODOLOGICAL ASPECTS OF MODELING THE CONTENT AND STRUCTURE OF THE ELECTRONIC STUDYING TEXTBOOK ABOUT THE CULTURE OF SPOKEN AND WRITTEN LANGUAGE FOR STUDENTS OF PHILOLOGICAL SPECIALTIES**

The modern university education, the requirements for future specialists training in various fields, teachers in particular, stipulates the modernization of the studying process in higher education, the development of all the necessary educational and methodological teaching support.

To improve the culture of spoken and writing speech we proposed an electronic textbook in the culture of spoken and written language for students of philological specialties. In the process of creating the electronic textbook it was agreed the guide principles of selecting didactical material, its scope, peculiarities of training, the specific construction of the exercise system, the usage of developed schemes, tables, symbols and so on.

Learning the theoretical material carries through the consolidation of didactical units which are being studied. The studying idea is the next: during the implementation of this approach the important thing is the selection and creation such logical structures of knowledge which becomes the way of cognitive activity and provides a transition from the reproductive activity to prognostic one, from the empirical level to the theoretical one, from the general to specific features.

The suggested methodical approach of consolidating the linguistic units provides the creation of the necessary logical structures which help students in their cognitive activity and also foresees the learning of such activities ways which provide the time safety, deep and conscious assimilation of the presented material.

Moreover, the electronic guide allows any student to work in the individual mode, having the possibility of constant feedback with the teacher to receive, in a case, some advice or instruction.

In this manner, substantiated in the article methodical aspects of modeling the content and structure of the electronic studying textbook in the culture of spoken and written language for students of philological specialties, which has been tested in the process of learning, have a practical orientation, comply with the requirements of the curriculum and confirm the feasibility of its using under conditions of the modern university education as an alternative to traditional means of education.

**UDC 81’271. 1+376.68**+**371.322**

***Halina Ivanyshyn***

***(Ivano-Frankivsk, Ukraine)***

**LINGVODIDACTIC MODEL OF TEACHING PROFESSIONALLY ORIENTED DIALOGUE SPEECH OF FOREIGN MEDICAL STUDENTS OF HIGHER SCHOOL**

The professional training of foreign citizens for that the receipt of professional knowledge depends on the perfect possessing the language of specialty is marked progressive tendencies and modernization in the educational paradigm.

Presently the problem of optimization of studies of the professional broadcasting of foreign students of non-philological institution of higher learning is presented by many aspects: forming of speech competence of future physicians is investigational, qualities of the verbal broadcasting are certain, introduction of communicative approach is reasonable and others like that.

Researches of problems, foreign students of non-philological specialties of the dialogic broadcasting related to the studies activated in the field of a modern linguodidactics.

The aim of the article is a ground of model of studies of the professionally orientated dialogic broadcasting of foreign students of medical specialties in the conditions of higher school.

As a result of analysis of general didactical and linguodidactical principles of studies іt was certain and reasonable system of principles, that underlay experimental model of general – scientific character, system and sequence, following and perspective, availability, connection of theory with practice, to activity and independence, to humanity and professionality, cultural; special-dialogic of educational process, professionally, situation, professionally-communicative aspiration, optimization and individualization, dominant role of exercises, studies in the «dialogue of cultures».

By the observance of the marked principles pedagogical terms were certain: communicative-speech aspiration of studies of Ukrainian as foreign; positive motivation of communicative-speech activity of foreign students; informatively-methodical accompaniment of studies of the professionally orientated Ukrainian dialogic broadcasting.

Methodology of studies of the professionally-directed dialogic broadcasting of foreign students of medical specialties embraced four stages: professionally-concentrating, motivationally-stimulation, communicative-speech, assess-reflection.

End-point of experimental teaching was to form the dialogic speech of foreign students of medical specialties of higher school is professionally orientated.

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***Larysa Kardash***

***(Pereyaslav-Khmelnytsky, Ukraine)***

**THE PROBLEMS OF FORMATION OF INTENDING TEACHERS’ SPEECH CULTURE**

The essential features of cultural behaviour of any individual is the use of national and specific stereotypes, sustainable forms of communication intended to establish and maintain the contacts. In the process of communication a teacher is intended to create an adequate communicative situation that would stimulate student’s speech activity.

A pedagogical communication is the process of organisation and development of communication, mutual understanding and interaction between a teacher and students. A teacher acts in the educational process, not only as an organizer of cognitive, educational and other activities of students, but also as an initiator of communication as his work involves constant and long-term communication.

The systematic building of professional communication culture among students of higher educational institutions will increase the quality of their training, the formation of active and balanced civil and life position, comprehensive professional and personal self-development.

The research is based on the understanding of formation of professional communication culture of pedagogical university students as an integral pedagogical process aimed at mastering their knowledge about the basics of professional communication, the development of communicative skills and training personal qualities important to the culture of professional communication.

One of the important determinants of verbal behaviour is skilful organization of dialogue that can effectively solve various tasks: achieve mutual understanding, identify different approaches to the interpretation of controversial issues, create a situation of free choice of personal position, make adjustments to their actions on the basis of feedback.

The concept of teacher’s speech culture is determined by the following communication qualities: accuracy, terminological accuracy, relevance, lexical richness, expressiveness, cleanliness.

The ways to improve the speech of intending teacher:

– self control and development of expressive speech skills;

– development of general psychological personality characteristics that create the preconditions for successful mastering of verbal skills and abilities.

A teacher is required to be not only a competent professional with high scientific and business skills, executive discipline, not only spiritually rich person that has moral responsibility for his training and educational activities in school, a teacher must be a sociable person with high communication culture, ability to conduct a dialogue, debate, provide positive moral and emotional mood of pedagogical interaction.

**UDC 811.161.2’367**

***Nataliia Kovalchuk***

***(Rivne, Ukraine)***

**STRUCTURE AND MAINTENANCE OF PUNKTUACIYNOY OF COMPETENCE**

The implementation of educational tasks need substantial strengthening of independent and productive activity of schoolboys, development of their personality qualities, creative capabilities, abilities independently to obtain new knowledge and work out problems, oriented in life of society.

Today there are three approaches on the basis of which it is possible to analyze and reconstruct an educational process at modern school. 1. Approach is from point of maintenance of studies. Here main is that is laid out students at school. That on-line tutorials represent the aggregate of knowledge which can be realized students on lessons and in extracurricular time. 2. Approach is from point of process of studies. Basic: that takes place during studies, as students study, that master. The phenomena and processes which take place in a class are subject an analysis, when students together with a teacher carry out cognitive activity in a class. 3. Approach from point of results, which sends us to finding out of aggregate of competence (knowledge, skills, abilities, et al), which students laid hands on after the study of theme, section, complex. The system of methods of studies is other gates given in this connection. And constructing their selection the structure of the proper jurisdictions and functions is underlaid.

The proper system of changes must be in maintenance of education.

Consequently, in basis of linguistic competence we can select syntactic and punctuation, which in Ukrainian are formed in intercommunication, that found a reflection in the name of sections «Syntax and punctuation».

The process of forming of punctuation competence includes such stages:

1) a search of display of key communicative is in every concrete theme;

2) planning of punctuation competence is on all of degrees of studies;

3) a reflection of punctuation competence is in educational standards, programs, textbooks and methods of studies.

Consequently, forming of maintenance of punctuation jurisdiction takes a place in three basic levels.

*First level* of general theoretical presentation, the forms of fixing of which is *development of maintenance of theoretical punctuation competence*, determination of its composition, structure, functions.

*The second level* is a level *of educational object*, where a specification of composition, structure, functions of maintenance of theoretical material is from a punctuation. He is fixed in the standards of education, curricula and teaching methods.

*The third level* is a level *of educational material from a punctuation*, when composition, structure and functions of study of punctuation, is fixed in form textbooks and other facilities of studies, the subsequent specification of maintenance of educational object is here carried out, in particular and punctuations.

Thus, testifies grounds component of punctuation competence to its multilevel character, importance of its forming for development of personality of students. Perspective, in our view, there is research of ways of forming of punctuation material, study of criteria of evaluation of level of punctuation jurisdiction.

**UDC 81’23**

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**LANGUAGE AND SPEECH PERSONALITY:THE PROBLEM OF DEFINITIONS**

Language and speech personality as an interdisciplinary study causes difficulty and ambiguity in approaches to the definition, structure, criteria and ways the mentioned concepts are analyzed.

This article attempts to distinguish the definitions of the above mentioned terms in linguistics and linguistic-and-didactic studies.

The problem was first referred to by the German scholar Leo Weisgerber who studied language personality through the «Mother Tongue Phenomenon» [4].

First steps in this field in Russian linguistics were taken by V. Vinogradov in his book «Concerning the Language of Narrative Literature» [3]. He suggested two ways of studying language personality: narrator’s personality and character’s one.

H. Bogin created a model of language personality where the personality is analyzed according to one’s willingness to commit language actions, create and perceive texts as products of speech [1].

The concept was introduced to the wider scientific community by Y. Karaulov, the author of Russian language personality theory who designed the level model of language personality based on fictional text [6]. Y. Karaulov’s language personality model has become a classic in linguistics.

V. Karasik defines language personality as communication [5].

By language personality V. Krasnykh understands the personality embodied in speech activity through the complex of specific knowledge and ideas [8].

In M. Pentyliuk’s opinion language personality is a person who possesses the expressive richness of language, produces it in different life situations, honors it and takes care of its preservation and development [9].

In the process of linguistics and linguistic-and-didactic development this problem has often been an object of disputes that resulted in the sophistication of the concept. Some works consider the term «speech personality» to be identical in meaning to the more generally used «language personality» but more exact by its inner shape. Other works relate it to only one of aspects used to describe language personality. Some others regard it as a separate category.

Y. Prohorov states that language personality is a paradigm of speech personalities; speech personality is a language personality in a paradigm of real communication, in action [10].

L. Klobukova believes that language personality is a paradigm of speech personalities differentiated, on one hand, by taking into account different levels of language, main types of language activity, and, on the other hand, according to the types, spheres and situations the communication being done within [7].

In M. Vashulenko’s opinion, speech personality is a person that should be regarded from the angle of his willingness to commit speech actions; it is one who assumes language, for whom language is a speech [2].

O. Puzyriov thinks that a person at first receives a status of language personality and becomes a code bearer, then comes the next level – speech personality which provides an effective verbal communication and the upper communicative level as an emotional wrap that includes verbal and non-verbal components [11].

As we can see, there exists great diversity in scholars’ opinions on the interpretation of the terms. In order to summarize the existing opinions of modern scholars in the field of linguistics and linguistic-and-didactics in our future scientific researches we will use the terms «language personality» and «speech personality» defining them as: language personality is an object formed by the culture of speech; speech personality is an actualization of language personality, subjective selection of language means in language behavior.

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**UDC 811.112.2’243**

***Nataliia Marchenko***

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**THE PECULIARITIES OF THE SELECTION OF THE TEXTS FOR AUDITION IN THE PROCESS OF GRAMMAR COMPETENCE FORMATION IF THE GERMAN LANHUAGE AS THE SECOND FOREIGN LANGUAGE**

According to the principle of cognitive and intellectual orientation of teaching the second foreign language, the process of its mastering should not be similar to the process of teaching the first foreign language. The implementation of this principle should promote enhanced mental and cognitive activities, creating the intellectual challenges while stimulating their cognitive activity, it is well known that the knowledge and skills that are acquired by solving such kind of problems are stronger than those obtained in completed form.

Listening is considered one of the most challenging aspects of speech activity. Unfortunately, this important ability is neglected during training. But we know that listening as an independent speech activity takes quite an important place in human life. In the initial phase of forming grammatical competence it is better to use listening along with reading.

In the selection of educational material for the formation of receptive grammatical competence of the second foreign language arises the problem of selection of the texts for reading and listening as well as grammatical material.

The specific point while teaching the second foreign language is that listening as well as reading from the beginning may have greater proportion than in the study of the first foreign language. This principle is primary in the development of reading and listening, it realizes the consistency and coherence, and is aimed at the revitalization of previous language skills, recognition of similarities and differences, organizing, securing and using new linguistic elements, units and structures.

Taking into account the generally accepted criteria for the selection of texts for reading and listening in relation to the purpose of our research we will concentrate only on the following criteria: authenticity, variety, thematic, informative and interesting plot, accessibility, availability of the grammatical structure under the consideration. However, the use of authentic texts, especially in the initial phase can be problematic (students may not perceive a variety of vocabulary, grammatical forms, peculiarity of the author’s style). At the same time the simplification of the text language according to the need of the recipient is an essential part of communication. Thus it is possible to allow methodical text processing and special creation for educational purposes if it does not violate its authenticity. The texts that have come methodical process should comply specific requirements, especially: the use of authentic vocabulary, phraseology and grammar, the text coherence, the compliance of used linguistic resources with the proposed situation, the naturalness of the situation, reflection the culture and mentality of the native speakers, information and emotional richness.

**UDC 808.5:373.5**

***Volodymyr Nyshcheta***

***(Berdyansk, Ukraine)***

**Awareness and organization of educational activity as rhetorical in the process of Ukrainian language teaching**

Rhetoric and theory of rhetorical activity as elements of education are able to provide sustainable and communicative development of the society in general, optimize the process of socialization of young people. That is why we consider that the development of model of educational activity in the context of the theory of rhetorical activity is very actual problem.

Modern pedagogical science considers education through the prism of social and public relations in the field of which the language, speech, communication, speech and communicative activity takes an important place.

The pedagogical communication is the rhetorical from the point of view of efficiency of communication in this case we are talking about pedagogical influence of teacher on pupils in the process of functional-role communication as a business, standardized, limited by requirements of role position. From the point of view of optimal communication the rhetorical pedagogical communication is a personal oriented, based on subject-subject interaction and directed ob the pupils’ development.

Teacher in the process of realizing the professional activity operates powerful, resultative and effective speech in such case the educational activity has all features of rhetorical.

The product of rhetorical activity is rhetorical text and teacher as its author has a need in communication and self-realization, ability to create powerful text taking into consideration the personality of pupil, reflects the degree of pedagogical impact and also has a responsibility.

Having learned the base of the theory of rhetorical activity the teacher is able to organize pedagogical communication in the process of educational activity as a effective communication from the point of view the purpose of pedagogical influence on pupils.

The educational activity of teacher as a rhetorical will give opportunity to establish with pupils optimal communicative relations as a harmonizing dialogue.

At the lesson of pedagogical communication the rhetirization is connected with awarwness and development of educational activity as a rhetorical (rhetorical activity – meaning filling of rhetorization).

Involving the participants of educational process to active, focused, special organized rhetorical activity will contribute to the optimization and dialogue of pedagogical communication, education of educated cultural, social adapted person, capable to life creation, cooperation with other people in the conditions of freedom and responsibility for their free choice.

Educational activity as a rhetorical and rhetorization we consider as a necessary conditions of getting by pupils of rhetorical skills and rhetorical competence.

**UDC 81’42**

***Liudmyla Ovsiienko***

***(Pereyaslav-Khmelnytsky, Ukraine)***

**TEXT AS A SUBJECT OF LINGUISTIC AND LINGUODIDACTICS STUDIES**

The interpretation of the term «text» is often to be met in modern scientific researches. But actually the term text of its own is not determined clearly in the modern science.

As a complex phenomenon it needs further interdisciplinary analyses taking the results of literary, philosophy, psychology, sociology, ethnology, linguodidactic and linguistic researches as a whole.

Let us have a look at the text as an object of the studies of the different linguistic and linguodidactic approaches.

The linguistic origin of the text was studied as well as by national and foreign researchers, among them are: N. Arutiunova, Sh. Balli, F. Bazevytch, E. Benvenist, A. Vezhbytska, T. Voropai, O. Galapchuk, T. van Dejk, R. Krejd, I. Ilyin, M. Myronova, N. Nepyjvoda, O. Onufriyenko, O. Paducheva, G. Pocheptsov, T. Radsiyevska, V. Rusanivskyi, T. Skuratovska, I. Soboleva, M. Feller, O. Fomenko, V. Shynkaruk I. Shtern, G. Yavorovska and others.

The determination of the text and the characteristic of its signs are met in the linguistic studies of I. Galperin, T. Jeshtchenko, A. Zagnitko, I. Kochan, L. Matsko, T. Nikolayeva, V. Odintsov, O. Selivanova, S. Turayeva and others.

In the linguodidactic the text was studied by T. Donchenko, V. Kapinos, T. Ladyzhenska, L. Matsko, V. Melnychaiko, M. Pentyliuk, M. Plushch, M. Plonkin, G. Shelekchova and others.

The attention of the researchers to this phenomena was directed to discover in it ontological (vital) and functional (role) signs, that gave the possibility to form the meaning of the term text clearly. But there is no common definition of this term today.

From the point of view of the modern linguistics text is not only linguistic phenomena but also extra linguistic. Besides, as an object of study of different linguistic and linguodidactic approaches it is characterized as: the creation of the speech and creative process, that is characterized by the completeness, formed as a written paper, literary worked up as a type of this document [3]; complex communicative structure, with the help of which the communication between the author and addressee is done [6]; an intermediate component of the communication process, a discourse unit, a subject and a sign condition of the communication system [1]; a compound part of the typical communication model with the essential components: an addressee, an addresser, the logic of the material explanation, the composition structure directed to the all language means on the intention realization and the influence on the recipient [4]; the mechanism of communication and rhetoric structurization according to the given content; a mean of getting, saving, redoing and using of the knowledge, that reflect the conceptualization and categorization of the world and the inner reflected experience [5]; the object, that has certain functional direction and limitedness, that lay on its formation of the communication situation; a certain message or a code; communicative event that is connected with the modern information technologies and is done with the help of a computer; a passage of certain social reality with the determined local and time borders; determined social content, valuable orientations, pragmatic instructions and speech and communicative competence of the representatives of a special community or the sphere of social activity [5]; the product of the speech activity, that is born for the first time at the moment of its creation by the author and can outlive other inceptions by its perception by the recipient [2]; a central section in the communication process; the ground of the successful personal pupils’ and students’ development, their formation of Ukrainian communicative competence and rhetoric culture [7].

According to the following, the main purpose of any text is to be the mean of communication and the object, of the ground of which the formation of speech competence of a person occurs.

The perspectives of the further studies are seen in the researching of the text as an object in philosophy studies, hermeneutics, stylistics, semiotic, rhetoric, journalism, phenomenology and other.

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**CONCEPT COMTETENCE IN THE CONTEMPORARY ENGLISH EDUCATIONAL DISCOURSE**

The article focuses on peculiarities of the concept competence in the contemporary English educational discourse. The process of globalization, integration and changes in the educational branch stimulate the emerging of new concepts. Concept competence is new in contemporary English educational discourse and causes a lot of discussions due to its polysemantic content.

The analyses of historical semantics of lexical item of competence shows that the concept competence has the following semantic meanings in common use: the condition of being capable; a sufficient income to live on; the state or quality of being adequately or well qualified; specific range of skill, knowledge, or ability.

In the contemporary English educational discourse the concept was introduced by N. Chomsky as the knowledge that enables one to produce and comprehend a language. Later the concept competence is being studied in the field of education and in HR-management and employment. The competence based approach (CBA) appeared in 1970s. Nowadays the term competence is the issue for a lot of discussions in both of these fields.

The synonymic items representing concept are fitness, proficiency, ability, skill, suitability, talent, capacity, adequacy, expertise, appropriateness, capability, experience, knowledge. The core of the nominative field is constituted by two lexical units: competence and competency, which are used interchangeably. The structural analyses reveals the frame structure of the concept studied and allows to divide it into four main subframes: key competencies, professional competence, communicative competence, social competence.

Overall, the verbalization of individual author nominations, the results of the definition and lexico-semantic analyses let define the complex integrated content of the concept competence. In the contemporary English educational discourse concept competence embraces the following content: a) the qualitative characteristic of a person that enables the efficient activity in some professional branch meeting the professional requirements and demands; b) implies a wide variety of professional fields and can be applied to any of them;c) the essential elements of the concept competence include the specific range of skills, knowledge, abilities and experience of professional performance; d) the ability to read a new situation and adapt or apply skills, knowledge, and abilities across contexts.

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**CURRENT APPROACHES TO OPTIMIZING THE CONTENT OF LANGUAGE EDUCATION OF FUTURE TEACHERS OF THE UKRAINIAN LANGUAGE AND LITERATURE**

The problem of language education modernization of future teachers of the Ukrainian language and literature especially actualizes in the context of current updated requirements for training specialists of the educational field and concerns normative disciplines of the linguistic cycle, in particular the course of the modern Ukrainian literary language in which learning there are many controversial issues to be addressed in practice of national higher educational pedagogical institutions. A lot of these questions have been generated in Ukrainian linguistics in morphemics and derivation to which repeatedly referred both linguists and linguodidactors.

The analysis of the model curriculum of the course «The Modern Ukrainian Literary Language» for philological departments students of higher educational pedagogical institutions proves that even now the researchers’ significant achievements in morphemics and derivation of the Ukrainian language are not being completely used, in particular some scientists grouped the derivative affixes on the common semantic basis in functional and semantic fields, in a new way it is interpreted several fundamental concepts of word-building: *«world-building derivation», «generating base», «derivational format».*

Whereas not all general linguistic problems are considered the issue in lectures and practical classes during learning morphemics and derivation, and existing theories and subject reports undertaken while working upon different sections of the course «The Modern Ukrainian Literary Language» may not always be detailed and completed, it is necessary to find additional ways to bring to the students’ attention some useful information, for example, about scholars – derivatologists’ views on syntactic units on which basis the compound words were formed, or about causes of existing on the controversial issues of productive and non-productive suffixes in the linguistic literature.

For the advanced learning the theoretical material within morphemics and derivation, we, the students-philologists, have worked out an electronic studying textbook «Types of Categorical Derivation of the Ukrainian Language», in the pro-pedagogical stage of its creating it was implemented the search of optimal resolving a number of methodological problems, among which the special attention is paid to improving forms and ways of structuring linguistic theory as well as the presenting the system of exercises and assignments, including individual research projects.

Outlined and substantiated in the article approaches to optimizing the language education content of the future teachers of theUkrainian language and literature are aimed to be aligned with the linguistic theory of the course «The Modern Ukrainian literary language» according to the native achievements of linguistics, as well as providing electronic didactical aids for improving the efficiency of students’ learning sections «Morphemics» and «Derivation» in the studying process of higher educational pedagogical institutions.

**UDC [378.011.3-051:81]:373.016**

***Liudmyla Simonenko***

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**Control of methodological competence formation as a scientific concept**

Various aspects of the control of study were discussed in the works of A. Aleksyuk, Yu. Babanskiy, V. Vakulenko, S. Goncharenko, V. Nagaev, I. Pidlasyi etc. The scientists emphasize the special importance of monitoring and evaluation for the educational process in today’s environment. Besides, the issues of control as an effective means of checking the level of learning is not new in the modern Linguistic Didactics. Thus, the method of evaluation of knowledge and skills of philology students are investigated in scientific studies of O. Horoshkina, V. Doroz, O. Semenoh, V. Sidorenko, T. Symonenko etc. However, the problem of control of methodological competence formation of philology students is the object of special study. It determines the actuality of our investigation.

The goal of the publication is to determine the peculiar features of control of methodical competence formation among students-philologists-to-be as a scientific concept. The aim of the publication determined the choice of the following tasks: on the basis of analysing the research in Pedagogy, Educational Psychology and Linguistics to summarize the views of scholars on the interpretation of the concepts of «control» and «pedagogical control»; to make a comparative analysis of the notions «control», «diagnosis» and «monitoring»; to formulate a definition of «control of methodological competence formation of linguists-to-be».

The use of the term «control» in the sphere of education is ambiguous. In Pedagogy «control» is considered «in a broad sense <... > as checking something» and a narrow one – as «the principle of feedback, typical for managing the system under control».

In academic publications of control is defined as:

– maintenance, monitoring, checking and fixing students’ achievement (T. Turkhot, V. Yagupov);

– learning cognitive action that is carried out to monitor the accuracy of their own cognitive operations (B. Badmayev, V. Shapar);

– identification, measurement and evaluation of teaching and learning activity of students (V. Doroz, I. Pidlasyi, V. Slastyonin).

We understand the control of methodological competence formation of linguists-to-be as educational and cognitive activity which is an obligatory component of the educational process and lies in determining the efficiency and effectiveness of the process of formation of methodical competence, clarifying assimilation of program material of professional disciplines and possessing teaching abilities and skills.

**UDC 378:377.3**

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**CONSIDERING THE SPECIALTY OF PROFESSIONAL TERMINOLOGY IN PROJECTING THE SCIENTIFIC AND METHODICAL SYSTEM OF FORMING THE PROFESSIONAL LANGUAGE OF FUTURE EXPERTS IN TECHNICAL SPECIALITIES**

Dynamic processes taking place in all spheres of the country public life, and also reforming the language education in the higher educational system put forward some important goals of forming the professional language competence of future engineering specialists, in particular electronic and technical ones.

The actuality of the article is due to the need of reviewing the theory and practice of teaching Ukrainian language (for professional purposes) in higher education institutions, the qualitative restructuring of the educational process, which nowadays are not possible without substantial updating the content of language education and providing an effective system of scientific and methodological training, interactive and imitative forms and technologies, teaching methods, selecting certain adequate tools and so on.

The problem of the future professionals’ improving speech is being researched by psychologists, linguists, teachers, and linguodidactors. The psychological component based upon the notion about the structure of speech activities, various psychological and physiological mechanisms of producing speech are revealed in works of B. Bayev, I. Zymnia, O. Leontyev and others.

Linguistic prerequisites of forming the professional communicative competence are discovered in the works of L. Bulakhovskyi, I. Vyhovanets, K. Gorodenska, J. Koloyiz, L. Matsko, M. Stepanenko and others.

Linguodidactic patterns of the individual’s forming communicative competence are explored by Z. Bakum, M. Vashulenko, N. Golub, O. Goroshkina, S. Karaman, O. Liubashenko, V. Melnychayko, M. Pentylyuk, S. Omelchuk and others.

Scientists have concluded that one of the most important tasks of the higher education modern institution is to provide the development of Ukrainian professional speech of students who are able to represent certain stable professional knowledge of the Ukrainian language in their future professional activity and to demonstrate professionalism in communication process of business situations. Pointing the higher educational institution to a comprehensive language development of students technical specialties, enhancing their communicative abilities and improving skills to transmit their ideas correctly and clearly, strengthening the connection of communication contents of teaching students with their future professional activities are the foundation, which the whole educational process of any speciality should be based on.

Observations prove that teaching the Ukrainian language (according to professional purposes) in technical institutions of higher education is limited to improving students’ proper writing abilities and skills, and execute business documents. It is left outside our attention the skills development of forming and perceiving the uttering in professional communicative situations, of using the professional terminology to speak face to face with an audience. By the way it is not complied with the requirements the level of using speech abilities and skills of technical specialties’ students which occur some difficulties while translating specialized texts, constructing dialogical and monological speech utterance.

**UDC 37.015.3**

***Hrystyna Fedorych***

***(Ostroh, Ukraine)***

**THE ROLE OF MOTIVATION IN FORMING**

**THE ORTHOGRAPHIC COMPETENCE OF STUDENTS**

Formation of the orthographic competence is a tricky question requiring a permanent work on improvements to the methodology in studying this chapter of the linguistic study. The main disadvantage of the orthographic skills is their lack of systematization, realized as inability of the student to apply already known rule in new linguistic conditions. We consider lack of motivation as one of the reasons for miscellaneous studying of the orthography and obtaining knowledge with no structure, which determines the topicality of the research.

Motivation to learn is the system of natural, social and personal factors that motivate to visit school, meet the requirements of teachers (professors), the inclusion in the learning process, the effort required to overcome difficulties, implementation of their own capacity for skills development in the process of studying, learning interaction etc.

Educational motivation depends on many various factors: educational system in general and peculiarities of the educational process in the specific educational institution, «subject-subject» relationship between professor and student, its psychological and physiological characteristics and intellectual ability etc. Therefore, learning activity of the student is multimotivated.

There are distinguished internal and external motives on the criterion of predetermination. They are closely interrelated in the first stages of work. In the process of learning the linguistic material, getting aware of questions and tasks, one often has to make efforts to fulfill the great amount of work, which does not bring much pleasure, as there has not been seen yet any clear causal relationships between the process and its results. Only after receiving a positive result, external motivation is transformed into internal one and serves as a stimulus for further learning and mastering orthographic knowledge, developing certain skills. We understand that internal motives are more effective, and, therefore, provide better efficiency in the acquisition of orthographic competence.

Emotional and volitional processes – as a form of personal life experience – are important in the process of mastering orthographic norms. Emotional reactions facilitate the transition of knowledge into convictions. In addition, the factor of being aware disappears (when the learning material is already known and not interesting enough) and the factor of getting accustomed (occurs when the course material is taught in a stereotypically logical sequence).

In terms of learning stages, there are introductory, current and final motivations to be distinquished. The most effective educational process is ensured with relation between all of the parts creating a vicious circle and having a casual effect.

**UDC 378 (83)**

***Oleksandra Cheban***

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**MODERNIZATION OF MASTER’S EDUCATION FOR TEACHERS-PHILOLOGISTS BASING ON THE AMERICAN EXPERIENCE**

Ukraine’s higher education is facing an unprecedented challenge nowadays, as two-level higher education has been recognized worldwide and now it has to meet this demand especially as a participant of the Bologna process. Language and literature teachers’ training issues have become rather topical, and to our mind, as the peculiarities of particular specialties should be considered in the process of higher education modernization, these issues are worth giving some consideration.

The article offers proposals for implementing positive American experience concerning modernization of master’s education for teachers-philologistsin Ukraine. Its main idea is professionalization, which aims at eliminating national master’s education single orientation, which can be achieved by implementation of professional and other types of orientation, differentiation of qualifications. This concept of professionalization can be realized within several aspects, such as flexibility, variation and individualization, opening interdisciplinary specialties and increasing master’s specialties’ profiles. The article formulates seven proposals or recommendations based on the best American practices: 1) conceptual differentiation of bachelor’s and master’s educational levels as fundamental and specialized training respectively, when master’s training details the one obtained on bachelor’s level; 2) inter-level specialty changing mobility and flexibility within the field of language and literature; 3) three-stage professionalization implementation, starting with the introduction of professionally-oriented elective courses within traditional specialties, the second stage being introducing professional specialization, which involves professional core courses, and, finally, professional master’s specialties; 4) pedagogical and non-pedagogical training differentiation in language and literature specialties on master’s level; 5) introducing specializations within a particular master’s specialty taking into account regional needs and demands; 6) multifaceted study of literature and language and literature functional field expansion by means of including the study of the texts, which belong to different genres; 7) variation of final paper and final exams, the introduction of portfolio in particular.

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**THE METHODOLOGICAL MODEL OF TEACHING AN EXPRESSIVE READING POETRY**

Nowadays the problem of perception of lyrical works lies in the inability to read the text correctly, expressive, creative and unique. At first a teacher of recitation should set an example, and then teach it to pupils. If the teacher is able to achieve the result desired, the analysis of the work will be much easier as a pupil will intuitively understand its main content by correct reading a poem.

This issue has been worked and is worked by a lot of scientists: V. Аziomov, B. Buialskyi, O. Kabula, A. Capska, G. Oliinyk, and others.

The expressive reading poetry provides an emotionality and theatricality at the Ukrainian literature lessons; it distinguishes them from the other school subjects. The teacher should teach pupils during a reading of lyric to reflect figuratively, to feel a mood of poetry, to read loud, clear, technically correct, to make a logical accentuation and pauses (grammatical, logical, logical grammar, rhythmic, psychological), to attract acting, using facial expressions and gestures, and to keep an audience.

To teach pupils to read a poem is a difficult job that requires teacher’s skills and abilities, a lot of time and effort, an individual approach to each child. To read a poem definitely can be only when it was understood and was felt, therefore, first of all, pupils must perceive the poetry directly, sincerely, individually, with an open heart, intuitively grasp its basic idea and mood. In this situation the attracting children to art can help in expressive reciting lyrical works.

Each pupil, by expressive reading a poem, put something his or her in it, interprets it individually and uniquely, not like the other children. Therefore, you can use the technique of combination a clear declaration with an interpretation.

The methods of the score’s preparation and select an option of clear reading poetry are also effective, thanks to which we can teach pupils to make necessary notes, which help the pupils to learn better at reading lyrical works and to understand their content.

The proposed stages of work: an expressive reading the poetry by the teacher or by the prepared gifted pupil with the assistance of other kinds of art; a training pause; a slow, thoughtful pupils’ reading the poems silently; the combination of expressive reading with the textual interpretation; the preparation of the score; the pupils’ expressive reading with the desire for acting; the listening of lyrical works’ performing of the word’s master (record).

So, the expressive reading should be given a significant role, and enough time, because it leads the pupils to think about their lyrical content of the work and its artistic and aesthetic qualities, prepares to analyze the verse.

**UDC 378.147:37.091.26**

***Nataliia Yuriichuk***

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**PROFESSIONAL TRAINING OF FUTURE TEACHERS-PHILOLOGISTS IN THE CONTEXT OF THE COMPETENCE APPROACH**

The main role in the implementation of the priority tasks of education policy belongs to the teacher of Ukrainian language and literature.

The article highlights the ways of professional-pedagogical competence of future philologists, justifies the social and cultural factors contributing to the formation and spiritual development of Ukrainian specialist’s individuality; concretizes the concept of «competence» and «competency». The generalized model of professional competence is given as associate components.

The notion of professional competence of future teachers-philologists includes a body of knowledge at professionally oriented disciplines (methodology, pedagogy, psychology) and skills of their practical use in educational activities. At the present stage of open access to any information the teacher professionalism is defined not only the content knowledge but also the ability to transfer them in a way that promotes an interaction, discussion, dialogue and argumentation. Along with the knowledge of scientific facts, it’s necessary for a teacher-philologist the knowledge of optimal ways, techniques and methods of educational activity, which, in turn, will contribute to the effective mastering an educational material by students.

There are a lot of talented, enterprising teachersin modern education who are looking for new, effective methods of teaching and training students.Their creativity is expressed in rethinking and improving the known methods and techniques of teaching work in the design and development of new ones.It not only covers certain aspects of academic work, but also applies to all scientific and methodical system of a teacher.

The modern teachers are required to have a whole range of specialized and professional skills.Their professional activity face with a need to teach not only knowledge, but also training methods, to form an academic activity of students, to build education as a system that creates conditions for self-development and formation of the multidimensional consciousness, the ability to gain independence, to develop students’ techniques of understanding, thinking and action.In this context, the need to improve interconnected subjects, methodical and psychological competence of future teachers-philologists becomes obvious.

The preparing in higher education of future teachers-philologists to a real professional work is possible only if their becoming as teachers is determined not only by knowledge, but also by improving their professional skills in practice.That is why the creating competence of future teachers should be carried out with the help of new learning technologies.One of the promising ways of improving the training of future teachers is an introduction the active forms and methods of training into educational process.The use of interactive teaching involves not simply improving the active forms and methods of work, but the conceptually new type of work.

**PHILOLOGY**

**(LITERARY STUDIES, LINGUISTICS)**

**UDC 81’373**

***Oleh Antipov***

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**PHENOMENON OF PATRIOTISM AS ONE OF THE COMPONENTS OFTHE NATIONAL LINGUISTIC WORLD-IMAGE**

The problem of the world-image and its linguistic expression was the subject in the works of such scientists as Y. Apresian, F. Boas, G. Brutian, L. Vaiceberg, V. Zhaivoronok, Y. Karaulov, V. Kononenko, T. Lukinova, V. Maslova, Zh. Sokolovska, N. Sukalenko, O. Fedic and others. The term «linguistic world-image» (LWI) belongs to L. Vaiceberg, though in modern linguistic being influenced by computer science, it could be changed on «linguistic intermediary world», «linguistic representation of the world», «linguistic model of the world» and so on, those mean «the common conceptual idea of the reality in difference of its external and internal connections and which exists in a certain system of definitions».

The most important in LWI are: the knowledge, that are attached to the units of certain languages, its organizing according to the language laws and representing on the lexical material, it was used to look out in singular (the personality’s speaking), separate (the social group’s speaking), and general (national speaking and so the world national and speaking picture).

The images of people’s imagination of the world is verbalized in LWI, they are the national linguistic world image and the common one (I. Holubovska, O. Kosenko, O. Selivanova and others).

The scientists explain the national linguistic world image (NLWI) as that one which is expressed by the folk ways of certain language in the world’s perception and the world’s understanding, is verbalized as the interpretation by speaking society the environmental and ourselves in this world, and such that reflects the world’s pictures for some people’s groups – native speakers of one language, connected by territory, and also by other indications and psychological characteristics (education, profession, sex, intellect, temperament and temper).

One of the moral and ethical components of the national collective consciousness is mother language honoring, love to the Motherland, the fighting for the state’s national freedom, its culture; the patriotism feeling usually increases in crisis and transition periods of the society’s development, during the social and political changes, which are the borders of the defined centuries (the end of the XIX – the beginning of the XX and the end of the XX – nowadays). The existence of this phenomenon for the citizens is a basis of the economic, social and cultural, financial and spiritual development of any state.

The patriotism feeling is one of the definitions for a developed person; it is organic connected with unselfish love to native land, small and big Motherland giving and serving to the state’s interests, faith to own nation, its historical traditions and culture. Its idea begins to appear in the person’s awareness with understanding of belonging to certain national and ethnic community. The components of self-consciousness are language, culture, historical memory, national system of values (customs, traditions, certain moral standards of behavior, and others), and feelings (in particular, national dignity, proud, love and free existence on own land). So, these patriotic treats especially brightly appear in difficult, stress situations when the representative of the nation becomes to defend his/her state, language, and culture.

Patriotic feeling is testified about the level of society’s unity and the national language is that appearance, which filed any historical, national and cultural, society and political changes in a state.

It foresees the struggle for the renaissance of the national idea, and so, the national idea is inseparable from the national mentality, dignity and identity. So, in our opinion, it is necessary to use patriotism also through a prism «relationship to the Ukrainian statehood». In Ukrainian awareness the Motherland is a state, but the patriotism is a representative of linguistic and cultural idea of NLWI.

**UDC 821.161.2-09:22**

***Halyna Bokshan***

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**MYTHOLOGICAL AND CULTURAL-HISTORICAL INTERTEXTSIN THE NARRATIVE «MUSTARD SEED» BY HALYNA PAHUTIAK**

The mythopoetics of Halyna Pahutiak’s prose is an original phenomenon which requires a comprehensive analysis. The writer emphasizes the peculiar significance of the narrative «Mustard seed» in the formation of a neomythological dominant in her works. Some aspects of Pahutiak’s prose were the subject of the researches done by A. Artiukh, I. Bila, O. Zasteba, O. Karabliova, N. Tkachyk and others, but the narrative «Mustard seed» was not studied in detail in their articles. It induces us to analyze this work more thoroughly as a landmark phenomenon in the development of the writer’s mythological thinking. This makes the theme of our article actual.

The aim of our research is to find out the specifics of the interaction of mythological and cultural-historical intertexts in the narrative «Mustard seed».

The symbolism of the pearl in the narrative can be decoded by means of cultural-historical and the Bible intertexts. This polysemantic symbol is related to the mythologem of Urizh. It is also associated with the sacred categories of faith and love. The mythologem of the pearl is actualized through Mykhaylo Basarab’s character.

The contamination of cultural-historical and mythological intertexts is realized through the character of Zorian Dolenha-Khodakovsky, the Polish and Ukrainian ethnographer and archeologist. His personality in the narrative is mythologized and given sacred semantics. Cultural-historical semantics dominates in the character of the poet Olexandr Kozlovsky. The writer mythologizes only the scene of his death in the Ball.

H. Pahutiak mythologizes the space of the narrative by moving the focus of description from the town to the village. Traditionally the town in her works is characterized by negative connotations. The mythologem of Urizh accumulates the semantics of utopia.

The archetypical symbol of a circle is a plot-building element. The archetypical motive of travels also performs this function in the narrative.

The images of the world mythology are used in creating the characters of the narrative. The scene of the wild wedding depicted in «Mustard seed» comes from the Celtic mythology.

Thus the narrative «Mustard seed» represents the intention of H. Pahutiak to combine mythological and cultural-historical intertexts on the motive, plot, image and style levels. The writer creates her own mythologems emphasizing the signs of neomythologism in her prose.

**UDC 821.161.2.09**

***Yuliia Brodiuk***

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**ART ANTHROPOLOGY IN THE TRILOGY «ZHMENIAKY» OF M. TOMCHANII**

The vector of literature at 60–70-es of XX century is notable for its national and literary aspirations towards the national and ethical traditions, the creative expression and, the most important, the priority of human values over class values. The separate aesthetic system of «sixtiers», the whole artistic era, made a sharp turn to the new vision of the world and man in it – vivid, real, with a rich inner world and a sincere heart. Thanks to it, the national culture has received a wide space for creativity focused on anthropologism, that is an art of human cognition and its various planes of his own «I» through the prism of different social and political circumstances.

Although the artistic traditions of anthropology on the ground of the national writing have deep roots, the researches in this area are started only now. To our mind, the analysis of works of M. Tomchanii, one of the famous Transcarpathian writers, is actual in perspective of art anthropology.

The personality, with all its contradictions, takes the central place in the works of M. Tomchanii. The artist raises the question of a tragic existence of an usual Transcarpathian peasant in the interwar period, reveals his difficult paths of searching his national identity. A man in the writer’s prose, based on the opinion of T. Muzyka, is a socio-historical (on the background of events between the two world wars) and psychological («man – peace», «man – the inner world») phenomenon [8, p. 166]. Thus, a bright illustration of Transcarpathians’ life is a well-known trilogy, «Zhmeniaky» («Zhmeniaky» (1961–1964), «Quiet Town» (1969), «The Brothers» (1972)), which belongs to the family chronicles genre, as it depicts the life of several generations of one family – from the World War I to the middle of the twentieth century.

The artist is like showing the people’s life from two perspectives. From one side, it is a life of a rusyn in Subcarpathian Rus on the background of historical changes of the land: from its existence as a part of Czechoslovakia to a uniting with Ukraine. From the other side, М. Тоmchanii illustrates the inner world of this personality in all its complexity and versatility, not idealizing it. By the help of phsychological devices (motivationofbehavior, actions), an artistic detail, a portretizing and others, the artist creates bright characters, opening the sense of man’s searching himself.

**UDC 81’1(=161)(092)**

# *Liudmyla Dovbnia, TamaraTovkailo*

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**SCIENTIFIC CONTRIBUTION OF О. POTEBNIA**

**IN THE PROCESS OF FORMATION AND DEVELOPMENT OF EAST SLAVIC PHILOLOGY**

The scientific heritage of O. Potebnia takes an important place in the development of the Slavonic philology.

His works draw a considerable attention to the questions of phonetics. Thus, the old Rus and old Slavic forms of words were compared in his research «Two studies on the sounds of the Russian language [5]» as well as their correlates from other Slavic and non-Slavonic languages. On this basis the scientist made a conclusion on peculiarities of development of East Slavic pleophony.

The first work in East Slavic philology on accentuation and its scientific description «The Stress» belongs to О. Potebnia. In this work the researcher hypothesized that learning of emphasis would make a separate branch of linguistic science. He created the basis of scientific research of Ukrainian and Russian emphasis. О. Potebnia recognized a manifestation of systemic character in emphasis,however he was studying the emphasis not as a separate existing system, but in its relations with morphology and derivation. The analysis carried out by us gives reasons to state that О. Potebnia was the first in the history of Slavic science who formulated and actualized the idea of comparative and historical learning of Slavic emphasis and who studied accentological material of East Slavic languages.

The works by О. Potebnia pay much attention to the questions of internal form of the word. The internal form of the word is one of the ways of motivating the lexical meaning of the word and characterizing the semantic and structural correlation of morphemes in its composition. The internal form motivates the sound cover of the word. Consequently to the processes of historical development, the internal form of the word may be fluently expressed or completely lost.

In his researches the scientist draws attention to studies of the laws of words lexical meanings change. О. Potebnia was the first in Slavic philology who created weighty substratum for further development of historical semasiology of Ukrainian and Russian languages.

Meantime, the question of scientist’s understanding of polysemy is not completely explored until now. Perhaps such obscurity is a result of the fact that there was no appropriate groundwork on the question of dichotomy of language and speech during the time of O. Potebnia’s activity.

O. Potebnya paid his scientific attention to the question of grammar as well. His monograph «From the notes on Russian grammar» reveals the notion of grammatical form, reviews the relationship between grammar and logics, draws attention to the meaning of cases, means of expression of parts of the sentence etc.

When analyzing lexical and grammatical categories of the words, O. Potebniaconcentrates his attention at opposition of name and verb. He points the common origin of noun and adjective which were not differentiated at prehistoric period of human development. They were differentiated when feature of an object got clearly separated from the object itself in the consciousness of native speakers. According to O. Potebnia’s point of view, pronouns and numerals are close to nouns and adjectives. The researcher also singles out lexical and grammatical categories of adverbs.

Special attention is paid by O. Potebnia to the syntax, because all language categories are realized only in the sentence.

For the first time in the history of linguistics the researcher examined the relationship of language and thinking, offered his own vision of historical and phonetic laws, formulated and implemented the idea of comparative and historical study of Slavic stress, researched accentuation material in East Slavic languages; developed the doctrine on the inner form of the word, examined the regularity of changes in lexical meanings of words, considered the most important grammatical phenomenon (grammatical form, meaning of the cases, means of expression of sentence members etc.). However, the scientific heritage of O. Potebnia has still many unanswered questions awaiting their researcher in comparative and historical linguistics and in the history of development of East Slavic linguistic learning.

**UDC 811.111’271**

***Nataliia Drobot***

***(Pereyaslav-Khmelnytsky, Ukraine)***

**THE CULTURE OF COMMUNICATION AND ETIQUETTE IMPORTANCE IN ENGLISH LANGUAGE**

Speech activityis closely connected with the culture of communication. Talking with colleagues, friends, familiars people should keep standards and rules, accepted in that or another society. In everyday life, particularly in communication, man deals with the speech etiquette, which is determined as the system of verbal formulas, used in situations, that repeat many times every day: greeting, farewell, invitation, gratitude and others.

It is necessary to realize the role of etiquette in order to learn the culture, way of life, rites, traditions of native speakers to master people’s language, whose culture arise interest to study practical methods of communication and language specificity. Research of forms and means of expression etiquette helps to discover national language view of the world.

The important source of educational values can be peculiarities of English (American) speech etiquette. English etiquette has its own rules and rites, which are sometimes different from Ukrainian. It leads to the situation when cultural and educated man can seem impolite among Englishmen, speaking with them in English without knowing their etiquette.

That’s why man, who studies English, must not only be able to speak this language and learn to be polite and pleasant in communication with those people, whose language he speaks. English etiquette is one of components of great art to like and to attract people.

Besides, the general rules and specificity of Englishmen and Americans speech behavior consists in the gratitude expression that takes important place among typical phrases. So, mastering speech etiquette forms in the system of English gives an opportunity those people, who study this language to get certain models of communication.

The culture of verbal communication is highly developed ability to realize the intercourse according to the standards, that formed historically in one speech group with taking into account the influence mechanism at the addressee and also using linguistic means and ways of realization such communication with the achievement the most planned pragmatic result.

It is necessary to understand the meaning of language etiquette before talking to the native speaker. Language etiquette is a sphere of people’s communication, where often multi-planned factors (language, social, national, psychological) are knocked together.

**UDC 811.161.1’373**

***Yevheniia Zhuravliova***

***(Astana, Kazakhstan)***

**TENDENCIES OF DEVELOPMENT OF RUSSIAN AS MULTINATIONAL LANGUAGE**

The article examines the world experience of the multinational languages functioning, which have national variants (English, French, Spanish, etc.) by virtue of historical development.

The purpose of this paper is to study trends in the development of Russian as the multinational phenomenon in the contemporary period that forms its variants depending on the geopolitical situation and communicative linguistic area of its usage.

The investigation of CIS researchers and the study of the author on the example of Russian in Kazakhstan served the material for the analysis of the functioning Russian and the display of its specific features in definite linguocultural communities.

The linguistic study revealed that Russian, without being official language in most CIS countries, is studied in educational institutions of these countries as a native language, as a second and/or a foreign language, as well as it is used as a language of international communication.According to its (demonstrated differently) lexical, phonetic, grammatical and derivational characteristics Russian used in the newly independent states differs from the Russian of metropolis.Most clearly these changes occur in the lexical composition, the use of the contacting languages vocabulary that reflects social and political, social and cultural realities of the country in which Russian functions.As a rule, the wider the scope of the use of Russian in the country the more invariant its lexical system is in relation to the lexical system of other countries and territories of its traditional circulation.

The results confirm that the peculiarity of the multinational Russian language in relation to other multinational languages is that it reveals itself not only in the language of other ethnic groups using it as their native language, in the intra-ethnic or inter-ethnic communication, but in the language of the ethnic Russians living in multi-ethnic states particularly in Kazakhstan. The active language contacts, the inter-ethnic integration, the legal status and the scope of functioning of Russian in all spheres of public and official life of Kazakhstan consent to characterize Russian as a multinational language.

The analysis of the numerous studies results of various levels of functioning Russian in Kazakhstan revealed the characteristics defining a specific national variant.

The study of the phenomenon of Russian language variation, permitting to reveal the universal and original in the emerging Russian national language variants, is very relevant at the moment, it can contribute to a more objective solution of such debatable theoretical issues in Russian studies as a problem of the status and norms of Russian outside Russia.These surveys help to develop the methodology of teaching Russian, to identify the ways of language adaptation when the compatriots move from different countries to Russia, as well as to identify new approaches for the implementation of translation.

**UDC 81’373.611**

***Tetiana Zabolotna***

***(Pereiaslav-Khmelnytsky, Ukraine)***

**WORD BUILDING POTENTIALOF ENVIRONMENTAL TERMS**

The analysis of linguistic research papers has shown that today the attention of researchers is attracted to the problems of theoretical principles of terminology and the issues related to the application of theoretical research in the practice of harmonization of terminology systems, a combination of traditional and innovative processes in their development.

The expanding of the terminology is associated with information boom. The reason is the rapid development of science and technology, the spread of new knowledge, which lead to revision of existing and creation of new conceptual systems of construction of the relevant items in the language.

In this regard, in our study, we identify certain features of lexical terms. For example, the adjective in the models Adj + N can be combined with the nouns such as *problems, environment, sphere, influence, standards, news, risks, assessment, process, component, model, system, aspect, project, process, management, motive, conflict, gesture, skill, argument, control, resource, context, systems, health* and others.

A noun *‘pollution’* in the nominative phrases in the model N + N can be combined with the nouns such as *water, air, soil, land, environment, alert, harms, oil, prevention* and others. It is also possible the adjectival combination Adj + N of the noun *‘pollution’*: *marine, radioactive, plastic complete, total* and so on. These phrases may relate to both scientific and publicistic styles.

*Two-*and *three-terminological phrases* are the most common. Two-component structures are: *environmental contaminant, street litter, solar radiation, greenhouse effect, global warming, species composition, temporal dynamics, linear regression, spatial deformation, water crisis, soil resources, ozone layer.*

Among the two-component combinations of terms are the models of ‘adjective + noun’ (A + N): *nature reserves, absolute necessity, grave danger*; and ‘noun + noun’ (N + N): *acceptance living, extreme case*. The original word for their creation is a noun, e.g.: *pollution – water pollution, soil pollution, air pollution, Earth pollution, ocean pollution*. The components of terminological expressions have varying degrees and can be as terms or as simple lexical combinations such as: *dangerous for humanity, ability to exist, leaving in danger* and so on.

The second place of use are *three-component* combinations: *ecological community experience, sulphur acid accumulation, preservation of endangered species, development of nature reserves, environmental protection agencies, spatial data analysis, intersect sampling, edge-effect problem, time lag analysis, forest fire size, point source model, cluster detection capability.*

Three-component structures can be presented in the following combinations: ‘adjective + adjective + noun’ (A + A + N): *compulsory medical treatment*; ‘adjective + noun + noun’ (A + N + N): *personal property responsibility;* ‘noun + adjective + noun’ (N + A + N): *preservation of endangered species*; ‘noun + noun + noun’ (N + N + N): *destruction of ozone layer.*

The key element for the creation of such structures may be phrases or individual words. Thus, based on the model of ‘adjective + noun’we can form three-component models: *permissible levels – permissible levels of pesticides, permissible levels of herbicides; permissible levels of poison; permissible levels of contamination; permissible levels of discharge, permissible levels of emission.*

There are also multicomponent terminological phrases, which include four -, five- or more -component terminological phrases: *spaced aerosol optical depth data, multi-stage sampling soil studies, wash acid circulation system.*They are formed from nouns or combinations of lower order. They are the part of a terminological system and possess certain characteristics. Their relationship with the other terms of the system is governed by logical and conceptual relations.

Thus, we can state that there are structural links between the dependent components and their possible variant compatibility. The Adjectival and Nominal combinations are widely used in the English language.

**UDC 821.161.2-31.09**

***Kateryna Kapliuk***

***(Pereyaslav-Khmelnytsky, Ukraine)***

**MYTHOLOGICAL COMPONENT OF THE TEXT OFVASYL SHKLYAR’S NOVEL «NIKUB. BAT’S BLOOD»**

V. Shkliar’s creative heritage became the object of scientific interest ofYa. Goloborodko,T. Hrebeniuk, A. Kryvopyshna, S. Filonenko, R. Harchuk and others.The aim of this paper is to study the mythological component of the text of V. Shkliar’s novel that will enable to talk about partial penetration of elite tradition into the mass literature.

Any mythological text classifying begins with the study of the mythological primordial. The narration has its roots in real space and time. However, at the beginning of the writing the attribute mythological characters penetrate into reality, due to which every event in the life of the heroine becomes a mystical and symbolic projection. The author psychologically emphasizes the elements of real space and time. He borrows surreal component from the Gothic novel, but at the same time he uses traditional Slavic mythological images. It is important to determine the following ones among them: an adder, a hoopoe, a bat.

The adder, brought into the house by Anastasia, has several symbolic meanings within the plot. It appears to be a harbinger of future illness and the heroine finds strength to overcome it. The second semantic meaning of the image is that of an instrument of God’s punishment. In this sense, the image of a brought snake is understood as a warning to unfaithful wife, who will soon get a punishment for adultery.

In the novel Anastasia is afraid of hoopoe’s cry, identifying it with the folk tradition where it sends the message «trouble is here».

By mythologization and mystification of the text V. Shkliar focuses not only on samples of Ukrainian traditions of myth creation, but also borrows European images and symbols. In the novel he introduced the legend about betrayal stone namely kirik, a story about coven. In traditional cultures, the mythologeme of substance takes a significant part. Blood is prominent among liquids, which is manifested through its symbolism. The bat’s blood serves as a funeral drink in the novel. Having performed the ritual Anastasia gets access to the mystical world in which everything is given to Will Demon. Bat, or rather its blood, that the woman had to tryappears to be a harbinger of that the heroine will have to lead a double life for a long time – either to plunge into the abyss of her perception of the world, or to recover and return to the reality that seemsgrey and boring.

The author describes the pictures of the heroine’s sleepy visions and dreams with great care. Particular attention should be given to the vision, where Anastasia sees herself as a newcomer in the hereafter. Using the method of comic depiction the author nevertheless tries to construct the world according to the laws the real world. V. Shkliar builds fantastic grotesque image of modernity by interpreting the mythological symbol of hell.

Appealing to mythopoetic images enables V. Shkliar not just to imitate them, but also to interpret, to break the traditions and to assign new meaning, generalize, make the most of generalization and reproduction of modern Ukrainian life realities. The author mostly addresses the traditional mythological images of wildlife (an adder, a hoopoe, a bat), and yet does not avoid borrowing medieval cultural tradition (stone symbolism), refers to the images of Slavonic chthonic deities and mythology (image of Zur, Peck, devil, witch), magical attributes (bat’s blood, ointment from medicinal herbs, etc.).The perspective in this regard is the study of V. Shkliar’s writing in the context of defining common principles of interpretation of mythological images and mythologemes in the prose of contemporary Ukrainian writers.

**UDC 82.09(100) «19»**

***Leonid Kozubenko***

***(Pereyaslav-Khmelnytsky, Ukraine)***

**PHILOSOPHICAL AND PSYCHOANALYTIC FOUNDATION OF THE WORLD LITERARY CRITICISM OF THE TWENTIETH CENTURY**

Philosophical and aesthetic views of A. Schopenhauer, F. Nietzsche, A. Bergson, E. Husserl, R. Ingarden and the theories of psychoanalysts S. Freud and G. Jung made significant effect on the development of foreign critics of the twentieth century. And although most of their major works were created in the late XIX – early XX century, their influence on the literature and art is largely felt in the artistic practice of European modernism.

German idealist and philosopher Arthur Schopenhauer (1788–1860) published his work «The World as Will and Idea» in 1819, and it gained great popularity at the end of the nineteenth century. In his writing he considered the world as a restless and irremediable chaos, which hosts the world unconscious will, that is always inexorable and hostile. This can be objective in the world of ideas or in the material world.

Schopenhauer’s follower, Friedrich Nietzsche (1844–1900) went further his teacher in a number of issues relating literature and criticism. Belonging to the irrational voluntarist trends in German philosophy, he became the founder of the so-called «philosophy of life» Having rejected God, Nietzsche gave preference to a strong, proud human being, a kind of superman, the only one who is able to gain control of all the chaos of life. Weak, sickly, immersed in self-reflection characters of modernist writers could not compete with his «philosophy of life».

French philosopher Henri Bergson (1859–1941) acted as a critic of Kant and Spencer’s positivism and mechanistic materialism. He proclaimed the superiority of irrational intuition over intellect. In the literature Bergson discerned the scope of the most widespread use of intuition.

We should mention phenomenology among other intuitionist theories that had influence on literary criticism, a philosophy direction, key provisions of which were developed by the German idealist and philosopher Edmund Husserl (1859–1938).

Phenomenology is the study of phenomena, and objects of sensory perception in the literal sense. Phenomenology tried to set free the philosophical thinking of naturalistic objectivist guidelines, to make logical sphere independent of nature and man, a great world, construction of truths and values.

In this case, intuition was declared to be the only way to grasp the truth. Husserl assumed «pure consciousness» independent form man, the penetration of which is possible only through the rejection of scientific methodology.

The most complete expression of the principle of phenomenological analysis was in the writings of the Polish philosopher and aesthetics Roman Ingarden (1893–1970). In his main work «Literary work of art» (1931), he developed a model of multi-layer structure of verbal writing. Ingarden singled out four heterogeneous functional layers that do not violate the integrity of the work.

The positivist modification of intuitionism turned out to be particularly influential in the twentieth century, and imposed imprint on the number of foreign literary schools – Freudianism.

Psychoanalytic theory of Austrian physician and psychologist Sigmund Freud (1856–1939) borrowed from his predecessors distrust to consciousness, attempts to replace all socio-economic categories by subjective psychological or biological ones. A new point in it was an explanation of the intuitive, unconscious in terms of sexual life.

Swiss psychologist and philosopher Carl Gustav Jung (1875–1961) borrowed from his teacher ideas about the unconscious domination of the mind, but opposed the exaggerated sexual instincts in people. He gave an interpretation of the unconscious which he understood as available legacy of the past.

A special role in the development of Freud’s doctrine belongs to his followers O. Ranke, J. Neufeld, L. Tryllinh, L. Fiedler and others.

Thus, philosophical and psychoanalytic theory of A. Schopenhauer, F. Nietzsche, A. Bergson, E. Husserl, R. Ingarden, S. Freud, C. Jung and their followers had a great impact on the world literary process and West European and American literary critics of the twentieth century.

**UDC 811.161.1’373.45−112**

***Nataliia Kuvshynova***

***(Kyiv, Ukraine)***

**SYNONYMOUS RELATIONS OF GERMAN BORROWINGS IN THE LEXICAL SYSTEM OF THE RUSSIAN LANGUAGE**

The researchis based on the actual data obtained by different linguists, and on the results of the author’s own observations. In the Russian language of the XVII–XVIII centuries, the significant part of foreign words was German lexical borrowings, analysis of which allowed the author to demonstrate a general spectrum of adaptation processes of German borrowings.

The key questions of the borrowings’ theory from the point of history view and the key issues were reviewed. The contents of the notion «borrowing» were revealed, the related phenomena were characterized. The process of borrowing from the German language is described in the interaction of several factors: as linguistic and extra linguistic. Their role at the various stages of this process was set. The guiding principle is the thematic classification of German borrowings based on the nonlinguistic grounds. Grouping is denoted by the words of the concepts in extra linguistic reality.

Mastering German borrowings is considered as a complex process, in which all language levels are interconnected and interdependent, engaged in some cases the nonlinguistic factors. In the phonetic aspect the language-recipient plays the leading role in the assimilation of German borrowings. However, it is noted that German phoneme prototypes lose their articulatory-acoustic and phonological features they have in the source language, acquiring the relevant characteristics of the Russian language.

Less exposed to foreign influence is the morphological system of the language. In the morphological aspect German borrowings subject to a formal grammatical paradigm language of the language-recipient, completely losing the morphological characteristics of their prototypes in the source language. In the semantic aspect, most German borrowings are observed to preserve a semantic structure of their foreign language prototypes due objectivity, highly specialized vocabulary and terminology.

The absolute majority among the German borrowings are nouns, generic design which is carried out according to the rules of the language-recipient and by the analogy with the indigenous language. Semantic system of the host language is the most opened to foreign influence: German borrowings stimulate regroupment synonymous series, encourage the migration vocabulary in the various thematic groups, cause etymological and interlingual ambiguity.

**UDC 811.161.2’27**

***Tetiana Levchenko***

***(Pereyaslav-Khmelnytsky, Ukraine)***

**THE SUBJECT OF SLANG VOCABULARY IN LANGUAGE OF PERIODICAL PRESS**

The language of modern newspapers is characterized by increased expressivity. Expressive function of language acquires new manifestations in the use of stylistically reduced vocabulary which has a powerful expressive and emotional potential. There are numerous works of local and foreign sciences dedicated to the research of this layer of vocabulary and conditions of its functioning in the modern newspaper and journalistic discourse. Despite the large number of slang vocabulary researches, its functional nature has not yet fully revealed, this specific problem has not become the subject of special research in Ukrainian linguistics.

The language of Ukrainian mass media beginning of the XXI century characterized by usage of slang vocabulary, which experts consider one of the most controversial phenomenon in language culture. Researcher’s opinions according to this phenomenon quite differ. The language of modern newspapers is characterized by increased expressivity. Expressive function of language acquires new manifestations in the use of stylistically reduced vocabulary which has a powerful expressive and emotional potential.

In the last decade the scientific and journalistic discourses spread also a slang term borrowed from the English to denote a jargon colloquial speech or a slang with a broad social base. One group of jargon colloquial speech contains nouns. They are divided into the following thematic groups: transport names, names of buildings, titles of movies, names of body.

Modern mass media have become the main source of study of the state of the language at some stage of history, because this functional niche makes it possible to trace the complex mechanisms of the relationship of language, society and the individual. The main objective of Ukrainian linguistics today is the need to restore the natural functioning of language forms that will improve its communication capacity.

The language of modern newspapers is characterized by increased expressivity. Engaging in an active usage of substandard vocabulary, practically unregulated entry into the common used jargon practice is one of the defining features of modern mass media language.

Analysis of factual material shows that jargon vocabulary in newspaper and magazine texts is, on the one hand, a text forming element, on the other hand, a means of influencing on the recipient. The potential sources of replenishment stylistically reduced vocabulary in language of newspapers are elements of youth, criminal jargons and jargon colloquial speech. Jargon saturation of journalistic discourse indicates a tendency of turning slang vocabulary in narrative norm of modern language.

There are always paid attention on the problem of the functioning of the jargon in the pages of Ukrainian newspapers. Penetration of jargons in language of periodicals conditioned to the need to characterize the surroundings of certain social groups, and use them as a means of emotional expression. Active use of jargon colloquial speech units, criminal and youth jargons in language Ukrainian mass media shows that they go beyond their traditional spoken colloquial use in social dialects and serves as a means of expressiveness of newspaper texts.

**UDC 821.161.2-6.09**

***Halyna Mazoha***

***(Pereyaslav-Khmelnytsky, Ukraine)***

**THE PECULIARITIES OF POETICS OF V. BLYZNETS OF 70-IES OF XX CENTURY**

Scientific studio devoted to researching of poetics of private correspondences of an outstanding Ukrainian master of artistic word Victor Blyznets of 70’s of the twentieth century through the prism of genres, stylistic organizations, interdependence of the mentioned genres of literary discourse of mentioned period, literary art systems, directions and schools. Epistolary legacy of the writer, a large amount of literary and critical material about it firstly became an object of a comprehensive scientific analysis, coherent problem-aesthetic interpretation.

Scientific approaches of literary scholars to epistolary genre were firstly comprehensively analyzed and systematized in the article. Special emphasis is put on the works of the schoolars V. Halizyev, B. Uspenskiy, I. Paperno, M. Bahtin, V. Kuzmenko, M. Kotsyubynska, Zh. Lyahova and others. It is noted that the dialogism in letters is realized, first of all, with the active involvement of the addressee to the narration.

With the help of the newest tools of literary, the author of the scientific article considers the problem of the inclusion of the standpoint of the recipient into the letter’s structure, focusing on the fact that the internal and external sides in correspondences of V. Blyznets of appointed period is closely related to the problem of poliphony. Also the interpretation of polyphony developed by M. Bahtin is considered.

In the article the concept of polyphony as one of the sides the dialogical structure of the letter was outlined. It is shown that in the dialogue, which operates in correspondences, statements submitted from two different perspectives. Attention is focuses on the fact that in letters of V. Blyznets such a relationship may be different. However the presence of two points of view, of course, acquires a special meaning, because there is individual and creative artistic mind on the forefront. Now the creative energy is realized through the contact with other «I». All this affects the features of narrative structure, and the relationship of the category of «author» – «reader».

On the concrete examples the author of the research illustrates that in the letters of V. Blyznets there are cases where all events are located around the person of the recipient that is not just subjectively perceived by the outside world: it is rather the external world, which naturally «grows» into the world inside. In such letters, the author demonstrates that the point of view of an addressee comes to the fore. And, despite the fact that the recipient’s point of view also has the right for independent existence, author of the letter skillfully, masterfully using joke, irony, satire, bends the last one to his own.

The study focuses on the philosophic, subtle psychology and unlimited, cognitive abilities of correspondences of V. Blyznets of 70’s of the twentieth century. It is emphasized on the deep interest of the artist to the inner life of a person. Substantiates the idea that the writer is very sharply perceived someone else’s opinion, however, even arguing with individual contributors, he always tried to be objective, suggesting the existence of other views on any particular issue. Due to this fact, there is a polyphony of such type in his letters, when every voice leads own party, has a special significance, often is the equal with the author’s.

The author of the article distinguishes the most important factors that influence the volume of content in correspondences of V. Blyznets, including: national traditions of native writer’ epistolary; tendencies and peculiarities of development of literature of second half of XX century (peculiarities of the genre system, the concept of identity, relations between the concepts of «personality», «world»); aesthetic attraction in epistles of native writers, which is due to the peculiarities of poetic talent of authors of correspondence and letters specificity and position in the hierarchy of literary genres of second half of XX century.

The conclusion of a new type of letter – which is in worldview, outlook, thinking of V. Blyznets was formed in the article for the first time. A new way of thinking – is not only and not so much the external evaluation of objectively and subjectively existing reality, it is psychological condition, spontaneous «explosion» of mood, evaluation and re-evaluation of the surrounding reality and himself.

**UDC 821.161.2 - 6.09**

***Mariia Panhelova***

***(Pereyaslav-Khmelnytsky, Ukraine)***

**THE PHENOMENON OF INTERTEXTUALITY IN PRIVATE CORRESPONDENCES OF ULAS SAMCHUK**

The article outlines the fact that Ulas Samchuk looked at the letter as on fixed conversation (there are a lot of copies of all his private correspondences made by the writer) as a special genre in literature. Based on U. Samchuk’ private correspondence sit was revealed his controversial personality in all its uniqueness and curiosity. Analyzed private correspondences of U. Samchuk show that artist was not limited to the narrow limits of communication, he engaged in lively interaction with the environment, which is not always consistent with his desire, purpose, free thinking creative nature.

Reminiscences from the Bible, foreign literature, legends, biblical images, appeals to East and national philosophy are quite common in epistolary texts of U. Samchuk. Thanks to the pretexts epistolary of the writer perceived in the continuum of world culture, thereby creating a situation of «belonging». However using pretexts is not simple borrowing: there occurs an interference and the transformation of the text, which is inherited and copyright.

Artist used some paraphrases of the Gospel for moral instructions in letters to I. Bahryany, and they usually ironically rethought. Thus addresser took away extra pathos and edification. The use of «foreign» word contributed to neutralize didactic intentions of addressee. Paraphrased quotes from the Bible in an ironic manner demonstrate the author’s awareness and rejection of orthodox Christian tradition, rejection of ostentatious religious impulse.

Analysis of private correspondences of U. Samchuk gave reasons to state a deep influence of the Holy Scriptures, its major themes, plot motifs, and the main thing – its axiological system on the outlook of the writer. References of biblical scenes demonstrate sustained operation in the mind of the author’s recognition of the Bible as a moral compass, which by no means denies the the critical attitude of U. Samchuk to affirmation their versatility.

Using the intertext by the writer made possible to play their own worldview from the perspective of the Christian cultural heritage and became an instrument of representation of individual picture of environment. References to foreign texts found worldview pluralism of U. Samchuk, deny domination of one particular side by the writer.

**UDC 821.161.2 «18/20»**

***Nataliia Panova***

***(Berdyansk, Ukraine)***

**DESTRUCTIVE TENDENCIES IN THE UKRAINIAN LITERATURE ON THE TURN OF THE XIX–XX CENTURY**

The relevance of the giving research is determined by the fact that at the turn of the XIX–XX centuries Ukrainian people was in very difficult political, social and cultural situation. Russian and Austrian empires have divided Ukraine in separate parts, the Ukrainian language was denied. The brutal persecution of Ukrainian Intelligentsia by Russian authorities, repressive politics the Russian empire tried to silence the social movement and to complicate the way of the national revival of Ukraine. The influence of Muscovite culture was great. Irreconcilable for Ukrainian people was Malorus psychology which spread among some representatives of Ukrainian intelligentsia. E. Gnidan notes that as a result of the lack of Ukrainian printed words by means of which it would be possible to deal with russification, Ukrainian people was in danger. They began to take part in the activity of Galician publishing house and organization that revived the development of the literary process and also contributed to the strengthening of the national liberatory all-Ukrainian movement.

The historical, cultural and literary process in Ukraine at the turn of the XIX–XX centuries, and also the problem of Ukrainian modernism, stages of its forming, functioning, development its national self-sufficiency and immanent phenomenon have reflected in works of T. Gundorova, V. Donchik, M. Zhilinsky, Y. Kovaliv, D. Nalivaiko, S. Paclichki, N. Savchenko, P. Tkachenko, N. Shumilo; the first theoretical generalizations in the field of decadence can be found in works I. Nechuy-Levitsky, Lesya Ukrainka, S. Efremov; the theoretical thinking of decadence can be found in works D. Zatonsky, D. Nalivaiko, T. Gundorova.

On the base of theoretical analysis of works of famous Ukrainian scientists devoted to historical, cultural and literary process in Ukraine at the turn of the XIX–XX century we have come to the conclusion that the giving period in the Ukraine was very difficult from the point of view of politics, culture and literature. National oppression and powerlessness of people have distorted the spiritual life, and the protection of the national rights of Ukrainian people, its language, and culture has become a matter of honor for every Ukrainian. At this time can be seen convergence of Ukrainian people with literature, literary works enriched with new realities. All this changes are connected with genesis of Ukrainian modernism.

**UDC 82.09(44)**

***Larysa Pylypiuk***

***(Lutsk, Ukraine)***

**SOCIAL LEVER OF MODEL OF THE WORLD IN THE WORKS OF BALZAK**

Understanding of artistic model of the world of poetic text as conceptual component of expression of world view of author is one of the main problems, that is in the field of scientific searches of literary critics. The artistic model of the world acts as a dominant poetics and defines semantic priorities of work of Balzac, which present the world view reference-points of author in their artistic interpretation.

The model of the world is totality of world view knowledge about the world that is formed in the process of evaluation of results of cognition of surrounding reality by author. The author forms for itself the world picture based on the own feeling, perception, presentation, forms of thinking and consciousness, dictates the codes of conduct, system of values.

The model of the world can not exist out of man, because foremost in her construction personality is included with experiencing, feelings. Balzac studies those spiritual bases that do a man personality, and society get to unity. He creates extraordinary living human characters, feeling the individuality each of the heroes sharply.

The world of man in the works of Balzac – it her the inner world, that can not exist out of external, social, because the surroundings influences on her inner world, mental condition and corresponding to him reactions, acts, reflections.

In everyday-household model of world of unit of content are concrete vital situations, distinguished in the process of the repeated acts of interaction of man with the real world.

Balzac chose the subject of the image French society, as only it describes and collects the basic elements of life together, raises important problems. The writer tried to remove the various aspects of life of society, examined various vital situations in prosaic works, closely watched reality. The heroes of his works are real, and problems that he touched, actual.

The main theme that united the works of Balzac in one unit is desire to explain the regularities of reality. The author was not only interested by concrete themes and problems, but also intercommunication of these problems, not only individual passions but also forming of man under influence of environment. But Balzac did not absolutize influence of environment, but tricked into a hero to the independent choice of the course of life.

The works of Balzac are whole world, original collection of human fates and passions of life. This world lives by an independent life and everything in it is based on the laws of the real reality.

**UDC 821.512.161-3**

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**QUESTION OF NATIONAL IDENTITY OF TURKSTHROUGHDRAMA**

Search national identity is a socio-cultural trends of the modern world, and the creation of a prototype in childhood has a very long history, rich huge by quantity minor facts from the life of the society. During the nineteenth century, the division of the world into East and West became ever more expressive, primarily as a result of colonial conquest reinforced beliefs about the superiority of «white» Europe of the lower and «colored» Asia, accompanied by the sense of civilizing mission, inherited from the pre-modern era

The question of national identity arises the Turks during the reforms of the late XVIII – early XIX centuries. Along with significant improvements in the political, economic and cultural sphere of the Ottoman Empire, a blind imitation of the West vandalized the mentality of the Turkish people. The wave of reform of the social and cultural life of the Ottoman Sultan Selim III.

Reforms of Mahmud II were also very active and they became one of the root causes of the emergence of classical Turkish literature, theater and traditional western elements, which subsequently led to the emergence of new literary genres, fundamentally changed the structure of classical traditional Turkish drama. Writers conventionally divided into those who obey the rules of classical literature, and those who are completely fascinated by Western literary trends.

Plays by Turkish playwrights written in the XIX century in a Western style, are different from traditional folk performances that took place in the XV–XVIII centuries. If traditional dramas were telling about poor people, the author of comedies playwrights shed light only on the lives of people of higher lever of society, without affecting the everyday problems of poverty, unemployment, lack of education.

Since the beginning of reform and to revolution in 1908 Turkish drama was introduced mainly by translated dramatic works, remakes of French plays, stories from the stage sounded outlandish names of the characters, highlighted the problems of the European Communities, which were close at the time of Turkish society. Since 1911, a period of national literature, the main aim of which was the rise of the national spirit of the Turkish people in its independence and individuality. But here, felt the influence of Western literature, especially in the new literary genres. The inevitability of the Europeanization of Turkish literature felt in the works of all periods subsequent development.

The period of active development of Turkish drama is 60 years of the twentieth century. Researchers call this the «golden age» of the Turkish drama. During this period Bertolt Brechts tradition in writings had an impotent influence on Turkish writers, especially in the works of Khaldun Taner (1915–1986). Taner Khaldun, referring to the tradition of folk drama, adding didacticism of Tanzimat, creates original plays.

1980–1990’s in Turkey were not favorable for the active development of drama. Given the difficult political situation and harassment playwrights have tried every possible way to avoid social and legal issues. In contrast to the theatrical stage took historical drama

Single combat the Turkish nation for the realization of national identity continues to this day. Turkish researcher Nevzat Koshohlusays: This fight has been going on more than two hundred years, and if we (Turks) are not hung ears to listen to Europe without losing dignity to serve only if we have grown from our own roots, we would have reached our native homes better and shorter way.

**UDC 811.161.2’367.335**

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**FUNCTIONAL NATURE OF THE SEMANTICALLY LEVELED COMPARATIVE AND ADVERSATIVE CONJUNCTIONS IN THE STRUCTURE OF A COMPOUND SENTENCE**

One of the main types of marking different types of semantic and syntactic correlations is by using conjunctions. As well as other classes of words, conjunctions do not have a unique definition in the morphological and non-morphological system of lexical units. In traditional grammar of Ukrainian literary language conjunctions are defined as functional words and are characterized as a separate morphological class of words, which serves to show relationships between clauses or sentences. New grammar studies qualify conjunctions as analytical syntactic morphemes, and later on as word-morphemes [4, с. 329].

*Significance* of the topic lies in the study of semantic leveling of conjunctions in the structure of a composite sentence, which has not yet received appropriate scientific attention in Ukrainian linguistics. One of the remaining problems is the problem of the so-called *asemantic* conjunctions. In Ukrainian and foreign linguistics conjunctions are studied in different aspects (I. Vykhovanets, K. Horodenska, H. Skrynnyk, L. Puzanko), however the nature of semantic leveling of conjunctions and peculiarities of semantic and syntactic structure of the compound sentence with asemantic conjunctions still remains unclear.

*Aim of the research* is to analyze semantic leveling of comparative and adversative conjunctions (***а***, ***але***, ***та***, ***проте***, ***однак / одначе***) in the structure of compound sentences in the Ukrainian language, to find regularities in the functioning of asemantic and partially asemantic co-ordinate conjunctions on the level of a composite sentence.

*Novelty* of the research is that it is the first attempt to produce an integral analysis of the semantic and syntactic relationships created by means of conjunctions in a composite sentence. We also examine the ability of co-ordinate conjunctions to independently express a certain type of relationship in a compound sentence and justify their classification into semantic, asemantic and partially asemantic conjunctions.

Semantic and syntactic structure of the composite sentence is defined according to the type of syntactic relationships as well as according to the semantic and syntactic correlations, which appear between the clauses of the sentence. Along with this the nature of conjunctions is also considered.

Conjunctions expressing relative semantics perform two main grammatical functions: formal semantic and semantic syntactical. Functional peculiarity of the conjunctions is revealed in that they show semantic relationship (relative semantic relationship) mainly in a composite sentence.

Semantic conjunctions constitute the core (dominant) of the subordinating and coordinating conjunctions. Asemantic coordinating conjunctions are believed to be conjunctions, which directly do not express semantic-syntactic relationship between the predicative parts of the compound sentence, i.e. they just indicate this relationship. Copulative single (***і, й, та*** (in the meaning of ***і***) and repetitive conjunctions (***і…і, й…й, та…та***) belong to asemantic coordinating conjunctions [4, с. 301].

Thus asemantic copulative conjunctions just combine two predicative clauses in a compound sentence, whereas other clause elements express the uniting sematic-syntactic relationship, such as the semantics of the compound clauses, especially the meaning of the verbal predicate (verb aspect and time), lexical-semantic charge of other components of the sentence.

Partially asemantic conjunctions are conjunctions, which express semantic-syntactic relationship together with other means, but not independently. Among such the partially asemantic repetitive copulative-objecting conjunctions (***ні…ні, ані…ані***) are distinguished [4, с. 302].

According to our observations, there are more partially asemantic coordinating conjunctions in number [1; 2]. These are conjunctions, which are used as means of verbalization of different types of semantic-syntactic relationships, which are differentiated depending on the meaning of elements in the coordinate clauses. As to the conjunction «**а**», which has a wide semantic spectrum (it can convey comparative, adversative and copulative semantic-syntactic relationship), it is important to note that the peculiarity of using the conjunction «**a**» is, in the first place, in the fact that it joins both predicative clauses of a compound sentence, which inform of coexisting parallel actions, processes or states: *Вони кокетливо посміхаються до сонця,* ***а*** *вітер схоплюється у мене над головою* (H. Kosynka). The general meaning of the compound sentences with comparative relationship is expressed in the way that two states are compared on the bases of various characteristics, which are independent from one another but do not contradict.

Herby it becomes obvious that besides the conjunction «**a**», comparative relationships are to a certain extend formed by the components of the predicative elements, as their lexical meaning is characterized by lack of contradiction. This vouches for the weakening of the semantic-syntactic function of the conjunction «**a**».

On the basis of this analysis we can establish that adversative semantic-syntactic relationships in the Ukrainian language are conveyed by means of adversative conjunctions ***а***, ***але****,* ***та****,* ***проте****,* ***однак / одначе***, which join the predicative parts of a compound sentence, which express contrasting meanings. The contrast is based not on emphasizing on differences, but on opposition, contradiction, and contrast between two messages: *Сам він мені подобався дедалі дужче,* ***одначе*** *я боявся до нього приступитис*я (Y. Mushketyk). Adversative conjunctions more often express the contradiction as a contrast, antithesis, and incongruity between the clauses.

It is important to mention that the formation of the adversative semantic-syntactic relationships is influenced, besides the role of the adversative conjunctions, by the lexical-semantic meaning of the coordinate clauses of the composite sentence with a contrasting character, which makes it possible to consider these conjunctions as partially asemantic.

Thus according to the ability to independently express semantic-syntactic relationships between the predicative clauses in a composite sentence coordinating conjunctions can be divided into semantic (disjunctiveandconjunctive); asemantic (copulative); partially asemantic (copulative-objecting, conjunctive-gradational, comparative and adversative).

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**THE COMPREHENSION OF KHAZARS’ MYTHS IN OLEKSA STOROZHENKO’S PROSE**

Nowadays studies of Ukrainian Romanticism including Oleksa Storozhenko’s literature heritage in national context are very necessary. We consider we should interpret author’s prose through the ancient Ukrainian literature, especially those ideas and ideologies that had great influence on Ukrainian Romanticism. The objective of our research is to study functions of the Khazars’ myth in the structure of Oleksa Storozhenko’s mithopoetic world. Object of this research is Oleksa Storozhenko’s prose heritage. The subject of the research is the Khazars’ myth and the Khazars’ ideology.

Khazar’s myth has its roots in ancient literature. Tracing the origins of the Khazar’s myth, researchers are pointing on the period of Renaissance, when the rebuilt country was led by people from different social classes, and they needed a new ideology. The Khazar’s theory became that ideology, it appeared on the ground of Sarmathism. Chroniclers of that time laid the foundations of a new national culture and ideology of the ХІХ–ХХ centuries. Therefore, the Khazar’s myth can be considered as ideology that was created by chroniclers, because despite of legendary origin, it became a basis for the next generations. Intelligent people used it as a frame for a new patriotic nationalized ideology partly inspired by Cossack’s achievements in their anti-colonial struggle.

This process was represented in many works of different writers in the ХІХ–ХХ centuries.

Especially bright development of the Khazar’s mith we can find in Oleksa Storozhenko’s romantic prose. As a typical representative of Ukrainian Romanticism he widely use myths in his works. Following the tradition of his predecessors and his paying attention to his contemporaries Oleksa Storozhenko took a part in creating a modern Ukrainian myth. The myth takes it beginning in the «History of Rus», historical works by A. Markevich, romantic folklore studies, in the poetry written by Metlynsky, Kostomarov, Shevchenko. The Khazar’s mith became an integral component of that newly created Ukrainian myth.

The author’s model of the universe and world creation was influenced by first ancient myths. Oleksa Storozhenko’s point of view reached pre-Christian times. He denied all imperial theories, he argued that Ukrainian history rising point can be found in ancient times.

In the same time he wrote original prose and such pieces of literature as «The Dnieper river tale», «Three sisters» where you can see ancient Ukrainian every day life and religion beliefs. But above all A. Storozhenko creates the Cossack Ukraine myth.

We made the conclusion that the Khazar’s mith and the Cossack ideology which are typical for the Old national literature of XIX century, became a political and ideological weapon against a Moscow «Third Rome» politics. Referring to the Khazar’s myth, romanticist, like his predecessors, affirmed opinion that the Ukrainian people are autochthonous, separate from the Russian, therefore Ukraine has right to be independent. By Oleksa Storozhenko’s prose works the Khazar’s ideology could become ,in his opinion, the key to national revival.

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**DISCOURSE PECULIARITIES IN IHGEBORG BACHMANN’S STORIES**

The problem of the communicative personality possesses nowadays the central part in the anthropology linguistic. Any communicative personality is expressed through the language and in the language; it is enriched with extra meanings and researches the term of personality in general as the unit of communication skills and personality’s communicative competence.

The complex structure of the communication personality has as cognitive as well as communicative and pragmatic components, as the communicative personality is from one side a carrier of specific individual conception of his or her point of view at the world, and from the other side is a producer of an original style of the verbal behavior. The research of the communication personality is becoming complicated by the wide range of its interpretation.

The analyses of the latest publications show us, that there is no singular interpretation of the communicative strategies today because they like the interpretation of the term by itself are not fully studied. In our research we use the interpretation of the term taken from O. Selivanova’s studies, where she explains the term «communicative strategies» and gives their typology. She interprets the term as «… a part of heuristic intention program of discourse planning, its realization and directing over it in order to reach the cooperative result, an effective information exchange and the communicational influence. This certain combination of intermediate goals and the realization of this combination be itself is called tactic [5]».

According to the aim of communication the following types of communicative strategies can be named: cooperative, which is directed to the communicative interaction between the partners of communication and are those that proceed the softening of the person’s communication behavior in order to diminuite the risk of appearing of conflict situations; conflict which direct to a conflict and manipulative which are directed to change the consciousness or behavior of the vommunication partner according to the addressee aims [5].

After Karaulov’s suggestion the personages’ speech reflects the speech characteristics of the prototypes. Under the term prototypes the researcher understands some special social and cultural, national and gender types [4]. So the analyses of strategies and tactics in I. Bachmann’s stories will let the recipient understand the personages as communication personalities.

The interpretation of the dialogue personages speech shows imbalance of the personage’s inner state. Disharmony of self-affirmation and self-expression on the verbal level explains the usage of conflict and manipulative strategies, that seldom become result. The given strategies show characterize the personages as cruel personalities with aggression and who are directed by the own selfish intentions in reaching the stated aim.

On the language level these strategies are characterized by using simple non-extended sentences, sometimes buy using nominating or elliptic sentences that express lack of the speech and unwillingness to explain his or her behavior.

Cooperative speech tactic is characterized by softer strategies and reaches the most results. That tactic also shows the personage’s wish to avoid the conflict by using the efficient argumentation.

The analyses of strategies and tactics used by the personages in I. Bachmann’s stories describe them as individuals and expresses their striving for self-affirmation. In the personages discourse dominate manipulative and conflict strategies that describe the personages as cruel personalities, and the usage of cooperative strategy witnesses their softness and hesitation.

Perspectives of the research are seen in the further study of authors’ individual styles of modern German and Austrian writers considering their gender.

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**IMPACT OF URBAN SOCIETY ON LANGUAGE SELECTION IN BILINGUAL ENVIRONMENT**

Our previous studies have concerned bilingual practices of three generations of city residents in Central Ukraine [4–6]. We defined several external and internal factors that may influence the choice of language in a bilingual communicative situation. In this study, we focus on the role of urban society as one of the external factors in adolescents’ (the third generation’s) bilingualism. Our main hypothesis is based on the ideas about the language ‘markedness’ (see Wilson [1], Hrytsak [2] and others): the urban society determines the use of one language (i.e., Russian), while the periphery is characterized by the use of another language (i.e., Ukrainian).

In this study, we are interested in those cases when respondents deliberately renounce their native/family language, although they continue to use it in some other cases. We selected a group of 334 school students (12–17-year-old) to participate in a socio-linguistic survey, as these young people will create the future linguistic map of Ukraine. The selected group included students from Vinnytsia public schools, a lyceum and a bilingual Russian-Ukrainian private school. The control group included students from schools in Sharhorod (a town with 7,100 residents according to Census 2005). The survey included questions regarding participants’ interpersonal communication with friends, the impact of formal/informal leaders, and the origin (e.g., city or periphery) of parents and grandparents. In addition, all respondents were observed during school breaks in order to record the language they use in informal situations.

The survey results show that the participants from the control group in Sharhorod schools speak Ukrainian at 100% of the cases. The respondents from the Vinnytsia public schools and the Lyceum also speak Ukrainian in the majority of cases, while the students from the private school speak Ukrainian only at 25,6% and prefer Russian in other cases.

These results from Vinnytsia region, confirmed the hypothesis about the Russian-speaking urban environment that causes the speaker to change the language only partially. First, the younger generation of city residents still remains to be dominant in Ukrainian (except for the private school students). Second, their families could not be qualified as ‘full’ members of a Russianized urban society: 54 of respondents’ grandparents come from rural areas and 69,5оf them speak Ukrainian; and in addition, 31 of respondents’ parents originate from villages and 74% of them speak with their children in Ukrainian.

Therefore, considering various data obtained in the survey, we propose that there are other factors influencing bilingualism of adolescents, such as:

1) language environment in schools (42% of children from Ukrainian-speaking families must switch to Russian in the primarily Russian-speaking environment of a private school; while 73% of children from Russian-speaking families switch to Ukrainian in public schools with Ukrainian as a means of education).

2) language environment in the teens’ company outside the family and the school (in Sharhorod, only 6% of respondents communicate with friends outside of school in Russian, while in Vinnytsia, about 38% of respondents from public schools do so, even though their number is still only 6,5% in the school).

To conclude, in addition to the general impact of urban society, we need to check another hypothesis regarding the correlation between the respondents’ educational opportunities in various settings (e.g., the level of education of parents and grandparents) and their choice of language during personal informal communication.

**UDC 82-343(477)**

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**TRADITIONAL AND AUTHOR ELEMENTS IN GALINA PAHUTYAK’S THE MYTHMAKING (BASED ON THE NOVEL «THE KINGDOM»)**

Contemporary literary criticism tends to create new philosophical categories and revision of views on artistic creativity. This refers to the myth that knowingly or unknowingly affect the consciousness of the writer. Therefore, there is a myth in many literary works. This question was studied by M. Eliade, E. Kasirer, J. Kemprel, M. Maltnovskyy, N. Frye, J. Frazer, S. Freud, C. Jung. Among Ukrainian researchers, we can name surnames A. Hurduz, W. Musij, A. Neamty, Y. Polishchuk, T. Sayapina, T. Shestopalova and others. Taking into account their studies, we have formed own view on the creation of author’s myths. Mythmaking is the use of myth in a literary text. This myth cannot be changed, changed considerably and lose sacred meaning. It depends on the aesthetic needs of work. Also mythmaking is the creation of mythological images, which can then be used by other creators. The novel of Galyna Pahutyak «Kingdom» is a sample of the national mythmaking. In the book there are parallel worlds: Kingdom and the Mid world. They are associated with own and alien spaces. Infernal space of the fantasy world is made up of the friendly Kingdom and aggressive Empire. Real and infernal worlds are inhabited not only by humans but also demonological beings. It is important that some demonological creatures are invented by author. Thus, the image of witch, ghoul, vampire, poverty, ghost similar to folkloric images. But Galina Pahutyak creatively reinterprets and modernizes them. They borrowed from folk demonology, but looks logical in modern world. On the other hand - the characters are created by writer. The latter include slynyavtses, plisnyavtses, book dwarves, dovhomudyks and others. They have no matches in the folk demonology. However, they are constructed on the laws of the myth. We have quotes from the works of renowned folklorist and prove that author’s images similar to folk myths. G. Pahutyak’s mithopoetic world is very large and racy. It meets the needs of the genre (children’s fantasy), credible, helps to promote timeless values. We think that such the course of author is a manifestation of mythmaking. This method helps to consider the national character of the appropriate era. Traditional and author mythology together look organically and effectively to implement the artistic and aesthetic ideas.

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**ZOOVOCABULARY**

**AS A COMPONENT OF ANIMAL METAPHOR**

In the study of the animal metaphors we should clearly distinguish between such close concepts as zoosemisms, zoonyms, zoomorfisms and zooconcepts, which can be generally grouped under the term «zoovocabulary».

Zoosemizms are the result of a complex process of nomination, which combines linguistic and extralinguistic factors. These factors influence the formation of animal names, operating in a particular ethnic culture. Using zoosemizms is an essential feature of animalistic metaphors.

Zoonyms are proper name (nickname) of animals. The basis of the zoonyms is the nomination of the animal. People give nicknames to animals, mostly motivating by fur color, as well as the particular anatomical structure and behavior. This tradition has remained in current approaches to the category of animals. In English culture the dogs are often given the following nicknames as Snowy, Spot, Blackjack, Blond, Blondie, Grey (the color of the fur of the animal); Cowboy, Cowgirl, Menage, Pussy, Fussy, Pupsy, Small (for particular anatomical structure); King, Wild, Action, Baby, Ox, Bear, Ass (the particularity of behavior). The British like to give the names of people, even Russian and Ukrainian: Jack, Paully, Paul, Pete, Bob etc. (compare, in the Ukrainian language people call animals using foreign names: Jack, Rosie, Katie, Nike, Judy, Rex, Tom, etc.). In addition to these common features, there are also occasional combinations.

Zoomorfisms are semiotic principle of metaphor, when the names of animals, their body parts, signs and similar actions are used to refer to other subject areas, including human, natural phenomena, artificial world, plants, spiritual culture code, etc.

In many languages and cultures the world of animals is stereotyped and reflected in paremias and phraseological units, metaphors and other figurative means of language. For example: *The old man* ***growled*** *his displeasure at the postman.*

In this sentence, the verb ***togrow (growled***) indicates the manner of presentation of sounds peculiar to tigers, bears sometimes dogs, for example: *The dog growled at me as I walked past.* (To utter a deep guttural sound, as an angry animal; to give forth an angry, grumbling sound). This verb means a sound which warns about threat. It is also associated with a hungry stomach or metal grinding. For example: *The deep, threatening sound made in the throat by an animal; a grumbling sound. The sound made by a hungry stomach. A harsh, guttural, sometimes unintelligible vocal style associated with death metal music*).

We can use some verbs denoting the people manners of speaking borrowing them from wildlife. So, monkeys can chatter and gibber, bears can growl, foxes can bark and yelp, wolves can howl, lions can roar, tigers can growl, cats can mew, purr, caterwaul, dogs can bark, bay, howl and yelp. Note that these words may be qualified as metaphorical extensions.

For example: (1) *The spider* ***screame****d, a long piercing high pitched* ***scream*** *which* ***shattered*** *through the captain’s hearing* (*S. Maugham. «Of Human Bondage»).*

(2) *The children crowded to the doorway,* ***chirping*** *like agitated sparrows, pecking at the seeds I had strewn – when who should materialize but Admiral Ass* (*Bel Kaufman, «Up the Down Staircase»*)

Zooconcepts reflect the perception and understanding of human interaction with wildlife, describing the man and his contacts with the fauna.

One may conclude that the category of metaphor seems to be at work twice in generating its secondary nominal senses. Also, the law of abstraction formulated long ago consists the majority of verbs emerging from the base of phraseological formations seem to be accountable through reference to its principles.

**UDC 811.133.1’37**

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**THE LEXICAL MEANS OF NATURE DESCRIPTION IN THE NOVEL BY DANIEL DEFOE «ROBINSON CRUSOÉ»**

The article deals with the analyzing of lexical means of nature descriptions in the novel by Daniel Defoe «Robinson Crusoe» (in French). The authors state that the landscape is an important part of any written text, that it plays an essential role in the text’s composition and, along with the figures of speech, it helps to interprete the idealogic conception of a text. But to achieve this aim the landscape description must be connected to other elements of the text, interract with characters and phenomena. Only then it can help to express author’s intentions.

The landscape descriptions in the analyzed novel have dynamic nature. Every image in the novel is permeated by the wind, which is strong, contrary, cool and frightening. The author of the novel also describes in details the sea surface, which changes repeatedly during the narration. The main character’s feelings are closely connected with the state of the sea. When the sea is insurgent and storming, Robinson promises himself to return home as soon as possible. But when the storm is over and the sea is calm, these promises are instantly forgotten.

By using the nouns denoting geographical names (Sallé, Cadix, à la côte d’Espagne) and coordinates (par les sept degrés vingt-deux minutes de latitude nord, par les douze degrés dix-huit minutes de latitude), cardinal directions (nord-nord-est) and cardinal numerals (je devais être au moins à cent cinquante milles, une navigation d’environ douze jours), the author succeeded to create the realistic image of the sea voyage made by the main character.

The natural world, which Daniel Defoe described in his novel, seems to be alive. This effect is achieved with the aid of personification. In order to give the objects and phenomena (like waves, mountains, thunder) human features, the author uses the verbs of motion such as: to run (une vague furieuse vint, enroulant), to return (La vague qui revint sur moi m’ensevelit tout d’un coup), to go down (un boulingrin qui s’en allait mourir sur la plage en pente douce et irrégulière) etc.

As a result of the study, the main functions of the landscape descriptions in the novel were defined. It was found out that these descriptions can help to create the image of the main character, to show his feelings. Furthermore, the landscape descriptions are the characters of the novel themselves and they are also the means of emotional impact on the reader.

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**PEDAGOGICAL POTENTIAL OF RIDDLES FROM MATVIY NOMYS’ BOOK «UKRAINIAN SAYINGS, PROVERBS AND SO ON»**

Riddle is a genre of folklore, which is a skillfully constructed metaphor that reveals (usually in the form of witty smart question that requires answer-solution) the hidden nature of a certain object or phenomenon through the signs of similar objects or phenomena taken from a completely different sphere of life.

Riddle is a means of development for person’s attentiveness, intelligence, cleverness and mental abilities. This genre was a means of development and testing of youth’s mental abilities.

The peak of Matviy Nomys’ activity in folklore study is the collected volume «Ukrainian sayings, proverbs, etc», which includes about 15,000 proverbs and 505 riddles. This collection was published in 1864.

The analysis of sayings, proverbs and riddles from the abovementioned collected volume makes it possible to formulate appropriate conclusions about a certain phenomenon, to develop the concept of national morality, to characterize the spiritual culture of the Ukrainian people.

Matviy Nomys’ selection of riddles starts from the puzzles on Christian themes that emerged only with the approval of the Orthodox Church as the state religion. These works are associated with God, Christian holidays, church, clergy and church plate.

Another significant block of puzzles is related to the structure of the universe, nature phenomena, flora and fauna. These works show human desire to understand the world by using the analogy with its known and understood objects and phenomena.

The largest group of riddles is dedicated to the worker’s everyday life and daily chores, his/her production activity. Agriculture, animal husbandry, crafts, livestock and poultry, food, shelter, home inventory, things of everyday use are well represented in the works. The inner foundation of the artistic image in such riddles is an association that provides opportunities for speculation, develops wit, observation, attention, stimulates the imagination.

The later puzzles are concentrated on abstract, general, conditional and composite concepts such as voice, echo, dream, thought, grief, love, joy, trouble, shade, conscience, etc. They suggest further development of person’s abstract thinking, active attitude towards the achievements of spiritual culture.

We have to analyze Matviy Nomys’ collection for using his pedagogical ideas in education process.

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