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КОНЦЕПЦІЯ ЛІТЕРАТУРНОГО ГЕРОЯ
ЕПОХИ ПОСТМОДЕРНА

Стаття присвячена дослідженню основних напрямків та перспектив розвитку художньої системи постмодернізму в російській літературі початку XXI століття. Розглядаються рецепція і екстраполяція творчості Ф. Достоєвського у художні тексти сучасності.

Ключові слова: *архітектоніка, жанр, метареализм, постмодернізм, парадигма, неосентименталізм, рецепція, феномен, екстраполяція.*

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THE RECEPTION AND EXTRAPOLATION OF THE LITERARY WORKS BY F. DOSTOYEVSKY TO CONTEMPORARY LITERARY TEXTS

The article is devoted to the study of the trends and development prospects of the art system of postmodernism in the Russian literature of the early 21ˢᵗ century. The author focuses on the reception and extrapolation of the literary works by F. Dostoyevsky to contemporary literary texts.

Key words: *architectonics, genre, meta-realism, postmodernism, meta-text, paradigm, neo-sentimentalism, reception, phenomenon, extrapolation.*

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EMOTIONAL STATE IN THE PROCESS OF FOREIGN LANGUAGE LEARNING

The primary motive for learning a language is that it provides a means of communication [Littlewood,W.1996.: 53].The ever-growing need for good communication skills in English has created a huge demand of English teaching around the world. Millions of people today want to improve their skills in English. Opportunities to learn English are provided in many different ways such as through formal instruction, study abroad, as well as through the media and the internet. The world-wide need for English has created an enormous demand for quality language teaching materials and recourses. Learners want to be able to master English to a high level of accuracy and fluency. Employers too insist that their employees have good English language skills, and fluency in English is a prerequisite for success and advancement in many fields of employment in today's world. The demand for an appropriate teaching methodology is therefore as strong as ever.

The full name of the Communicative Approach is "The Communicative-Adaptive approach." This highlights the two most distinctive features of the CA: first, that it is a new way

to understand human emotionally-laden communications and second, that it has shown that the primary function of the emotion-processing mind is to cope with – adapt to – immediate emotionally-charged triggering events.

The communicative approach could be said to be the product of educators and linguists who had grown dissatisfied with the audio lingual and grammar-translation methods of foreign language instruction. They felt that students were not learning enough realistic, whole language. They did not know how to communicate using appropriate social language, gestures, or expressions; in brief, they were at a loss to communicate in the culture of the language studied. Interest in and development of communicative-style teaching dates in the 1970s; authentic language use and classroom exchanges where students engaged in real communication with one another became quite popular.

"Communication involves enabling someone else to understand what we want to tell them, what is often referred to as our message. "[T. Lynch, 2001:3.].

The communicative approach (CA) was developed by Robert Langs , In the early 1970's. It is a new theory or paradigm of emotional life and psychoanalysis that is centered on human adaptations to emotionally-charged events--with full appreciation that such adaptations take place both within awareness (consciously) and outside of awareness (unconsciously).

Communicative language teaching makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the audio lingual method of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.

Margie S. Berns, an expert in the field of communicative language teaching, writes that "language is interaction; it is interpersonal activity and has a clear relationship with society. In this light, language study has to look at the use (function) of language in context, both its linguistic context (what is uttered before and after a given piece of discourse) and its social, or situational, context (who is speaking, what their social roles are, why they have come together to speak)" [Berns, 1984 : 5].

CLT is usually characterized as a broad *approach* to teaching, rather than as a teaching *method* with a clearly defined set of classroom practices. As such, it is most often defined as a list of general principles or features. One of the most recognized of these lists is David Nunan's five features of communicative language teaching:

1.   An emphasis on learning to communicate through interaction in the target language.
2.   The introduction of authentic texts into the learning situation.
3.   The provision of opportunities for learners to focus, not only on language but also on the Learning management process.
4.   An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
5.   An attempt to link classroom language learning with language activities outside the classroom.

These five features are claimed by practitioners of CLT to show that they are very interested in the needs and desires of their learners as well as the connection between the language

as it is taught in their class and as it used outside the classroom. Under this broad umbrella definition, any teaching practice that helps students develop their communicative competence in an authentic context is deemed an acceptable and beneficial form of instruction. Thus, in the classroom CLT often takes the form of pair and group work requiring negotiation and cooperation between learners, fluency-based activities that encourage learners to develop their confidence, role-plays in which students practice and develop language functions, as well as judicious use of grammar and pronunciation focused activities.

There are the steps to follow in planning a lesson using the communicative approach to foreign language teaching:

1. Presentation of a situation or context through a brief dialogue or several mini-dialogues, preceded by a motivational activity relating the dialogue to learners' experiences and interest. This includes a discussion of the function and situation: People, roles, setting, topic and the level of formality or informality the function and situation demand.

2. Brainstorming or discussion to establish the vocabulary and expressions to be used to accomplish the communicative intent. Includes a framework or means of structuring a conversation or exchange to achieve the purpose of the speakers.

3. Questions and answers based on the dialogue topic and situation: Inverted, wh- questions, yes/no, either/or and open-ended questions.

4. Study of the basic communicative expressions in the dialogue or one of the structures that exemplifies the function, using pictures, real objects, or dramatization to clarify the meaning.

5. Learner discovery of generalizations or rules underlying the functional expression or structure, with model examples on the chalkboard, underlining the important features, using arrows or referents where feasible.

6. Oral recognition and interpretative activities including oral production proceeding from guided to freer communication activities.

7. Reading and/or copying of the dialogues with variations for reading/writing practice.

8. Oral evaluation of learning with guided use of language and questions/answers,

9. Homework and extension activities such as learners' creation of new dialogues around the same situation.

10. To complete the lesson cycle, provide opportunities to apply the language learned the day before in novel situations for the same or a related purpose.

The type of classroom activities proposed in CLT also implies new roles in the classroom for teachers and learners. Learners now have to participate in classroom activities that are based on a cooperative rather than individualistic approach to learning. Students have to become comfortable with listening to their peers in group work or in pair work tasks, rather than relying on the teacher for a model. They are expected to take on a greater degree of responsibility for their own learning. And teachers have to assume the role of facilitator and monitor, rather than being a model for correct speech and writing. Teachers have to develop a different view of learners' errors. Teachers in communicative classrooms will find themselves talking less and listening more. The teacher sets up the exercise, but because the students' performance is the goal, the teacher must step back and observe, sometimes acting as referee or monitor. A classroom during a communicative activity is far from quiet, however. The students do most of the speaking, and frequently the scene of a classroom during a communicative exercise is active, with students leaving their seats to complete a task. Because of the increased responsibility

to participate, students may find they gain confidence in using the target language in general. Students are more responsible managers of their own learning.

Fundamentally it is important to establish an appropriate physical and psychological atmosphere in the classroom. Instructors must be dedicated to the belief that oral communication is an important for learning and be willing to arrange classroom furniture so that talk between students in large and small groups is convenient. The psychological atmosphere should be one in which students feel comfortable and take increasing risibility for their own learning.Coakley and Wolvin in their book named a 'Listening in the educational environment' (1991) have suggested specific ways in which teachers effectively model listening in the classroom. So that they should follow communicative approach. These include the following :

a) Providing a wait time for students to answer.(b) Engaging in attending behaviors such as eye contact and responsive facial expression.(c) Giving students undivided attention when they are speaking.(d) Providing a supportive climate by being approachable.(e) Not interrupting students.(f) Withholding Judgments until students have finished speaking and(g) Giving prompt and thoughtful responses to students questions.

The teacher must understand the nature of communication, of learning in general, of language learning in particular, and of the learner's own contribution to his or her development as a learner and communicator in the classroom where learning is both individually acquired and socially shared. The teacher needs a variety of specific skills to apply this knowledge to the learning experiences of the classroom, including a high degree of language knowledge; a critical, flexible, and experimental approach to teaching; an understanding of the interplay of process and product in language learning; and the ability to apply this awareness in classroom procedures and techniques. The goal of CLT is communicative competence. In order to foster communicative competence the teacher has two main roles: the first being to facilitate the communication process in the classroom and the second, to act as an independent participant within the learning-teaching group. The teacher is also expected to act as a resource, an organizer of resources, a motivator, a counselor, a guide, an analyst, and a researcher. This list is not exhaustive: there are many other minor roles expected of a teacher. Further examples include being an actor and an entertainer. If you find this a little strange, it isn't! A good lesson must be interesting for the students, or they will 'switch off' and learn nothing.

The Communicative Approach emphasizes that the ability to use language appropriately is ano–ther essential aspect of communicative competence. The principle applied here is that grammatical competence and lexical knowledge are not enough to enable students to operate efficiently in the target language. They must be able to use the language appropriate to the speech event they find themselves in and the ability to use language appropriately helps to distinguish skilled communicators from unskilled ones.

The Communicative Approach views language as a vehicle for communication the process of negotiating meaning receives much attention. Engaged in oral communication, speakers not only have to make them understood but also have to interpret the listener's intention correctly.

It can be concluded that the concept of communicative competence as defined by the communicative approach is very broad indeed. CLT is an innovation of foreign language teaching, aiming at improving students' communicative competence.

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ТУРЕЦЬКА БЕЗЕКВІВАЛЕНТНА ЛЕКСИКА:
ЛЕКСИКО-ТЕМАТИЧНІ ГРУПИ ТА СПЕЦИФІКА ФУНКЦІОНУВАННЯ
(НА МАТЕРІАЛІ ТУРЕЦЬКО-УКРАЇНСЬКИХ ХУДОЖНІХ ПЕРЕКЛАДІВ)

У статті проаналізовано турецьку безеквівалентну лексику, визначено лексико-тематичні групи, типові контексти, специфіку функціонування.
Ключові слова: *безеквівалентна лексика, лакуна.*

За останні роки значно зросла кількість робіт присвячених дослідженню безеквівалентної лексики та проблемам, пов'язаним з її перекладом на інші мови та пошуком найбільш ефективних способів передачі змісту та семантичних конотацій. Незважаючи на те, що безеквівалентна лексика стає об'єктом ґрунтовних мовознавчих досліджень (М. П. Кочерган, Л. М. Дяченко, Н. Ф. Зайченко, О. В. Коваль-Костинська, О. Л. Паламарчук, Т. А. Космеда, А. В. Волошина, Л. І. Машуровська, О. І. Кремльова, А. В. Волошина, О. В. Коваль-Костинська, Л. І. Машуровська, О. І. Кремльова та ін.), багато аспектів залишаються мало вивченими, існує потреба в уніфікації та теоретичних узагальненнях.

Мета дослідження – комплексний аналіз лексико-тематичних груп турецької безеквівалентної лексики. Досягнення поставленої мети можливе за умови виконання таких завдань: виявити безеквівалентну турецьку лексику на матеріалі турецько-українських художніх перекладів; класифікувати зібраний матеріал за лексико-тематичними групами; проаналізувати особливості функціонування цих класів слів.

У дослідженні ми будемо оперувати загальноприйнятим визначенням поняття «безеквівалентна лексика» – «це слова (лексеми), у значенні котрих немає спільних семантичних компонентів (сем) зі словами (лексемами) рідної мови іншого учасника міжкультурної комунікації». Відсутність елемента при зіставленні зумовлює популярність ще одного терміна «лексична лакуна» («порожнеча», «пустота»).