

Міжмовне зіставлення іменників на позначення цінностей в сучасних українській, англійській та французькій мовах являє собою зіставлення матриць, утворених в результаті вивчення аксіономенної семантики в кожній лексичній системі досліджуваних мов за ступенем полісемії виділених слів та характером їхнього семного складу. Указана методика дослідження поєднується з описовим, зіставним та типологічним методами, компонентним аналізом, процедурою ступінчастої ідентифікації, статистичними підрахунками. Різноманітність методів даного дослідження обумовлена складністю та багатоаспектністю аксіономенного фрагмента лексико-семантичної системи віддаленоспоріднених та неспоріднених мов – української, англійської та французької, що вимагало розробки спеціальної методики їх комбінованого представлення.

Висновки дослідження. В результаті застосування матричного методу картина формалізованої структури аксіолексики значно ускладнюється, розкриваються внутрішні механізми й динаміка змістових взаємодій аксіономенів під впливом екстралінгвальних факторів. Це дає змогу сформулювати властивості й відношення, притаманні сучасним українській, англійській та французькій мовам загалом, а відтак – визначити семантичні закономірності формування аксіолексики в кожній із досліджуваних мовних систем зокрема.

Перспективи подальших розвідок ми бачимо в поглибленому вивченні ціннісних парадигм українського, англійського та французького мовних соціумів, досліджуючи багатозначну та моносемічну структуру аксіономенів.

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THE SILENT WAY IN TEACHING FOREIGN LANGUAGES: REVIEWING THE PRINCIPLES

Стаття присвячена розгляду принципів одного з методів навчання іноземних мов Silent Way, розробленого єгипетським вченим Калебо Гаттегно. Метод підкреслює незалежність студента, що дає йому можливість відігравати активну роль у вивченні мови, роль вчителя полягає в спостереженні за зусиллями учня.

Ключові слова: самовираження, незалежність, інтеракція студент-вчитель, інтеракція студент-студент.

Статья посвящена рассмотрению принципов метода Silent Way, разработанного египетским ученым Калебо Гаттегно. Метод подчеркивает независимость учащегося, что дает ему возможность играть активную роль в изучении языка. Роль учителя заключается в наблюдении за усилиями студента.

Ключевые слова: самовыражение, независимость, интеракция студент-учитель, интеракция студент-студент.

The article deals with the principles of The Silent Way as a language-teaching method created by Egyptian scientist Caleb Gattegno. The method emphasises the autonomy of the learner; the teacher's role is to monitor the students' efforts, and the students are encouraged to have an active role in learning the language. Students should be able to use the language for self-expression – to express their thoughts, perceptions, and feelings. In order to do this, they need to develop independence from the teacher, to develop their own inner criteria for correctness. Students become independent by relying on themselves. For much of the student-teacher interaction, the teacher is silent. He is still very active, however – setting up situations to 'force awareness', listening attentively to students' speech, and silently working with them on their production through the use of nonverbal gestures and the tools he has available.

Student-student verbal interaction is desirable (students can learn from one another) and is therefore encouraged. The teacher's silence is one way to do this.

Since the sounds are basic to any language, pronunciation is worked on from the beginning. It is important that students acquire the melody of the language. Vocabulary is somewhat restricted at first. All four skills are worked on from the beginning of the course.

Key words: *self-expression, independence, student-teacher interaction, student-student interaction.*

Do you believe teaching should be subordinated to learning? Do you think students can learn from one another? Should a teacher look for progress not perfection? We try to answer these questions with the help of the Silent Way method. The Silent Way originated in the early 1970s and was the brainchild of Caleb Gattegno who is best known for his innovative approaches to teaching and learning mathematics, foreign languages (The Silent Way) and reading (Words in color). The Silent Way belongs to the tradition, which views learning as a problem-solving, creative, discovering activity, in which the learner is a principal actor rather than a listener. Gattegno concluded that learning is a process which we initiate by ourselves by mobilizing our inner resources (our perception, awareness, cognition, imagination, intuition, creativity, etc.) to meet the challenge at hand. In the course of our learning, we integrate into ourselves whatever 'new' that we create, and use it as a stepping stone for further learning [2, p. 289–292].

Since the Silent Way may not be familiar to many of you, let us review in detail our observations and examine its principles.

1. The teacher should start with something the students already know and build from that to the unknown. Languages share a number of features, sounds being the most basic.
2. Language is not learned by repeating after a model. Students need to develop their own 'inner criteria' for correctness – to trust and to be responsible for their own production in the target language.
3. Students' actions can tell the teacher whether or not they have learned.
4. Students should learn to rely on each other and themselves.
5. The teacher works with the students while the students work on the language.
6. The teacher makes use of what students already know. The more the teacher does for the students what they can do for themselves, the less they will do for themselves.
7. Learning involves transferring what one knows to new contexts.
8. Reading is worked on from the beginning but follows from what students have learned to say.
9. Silence is a tool.. It also removes the teacher from the center of attention so he can listen to and work with students. The teacher speaks, but only when necessary.
10. Meaning is made clear by focusing students' perception, not through translation.
11. Students can learn from one another. The teacher's silence encourages group cooperation.
12. If the teacher praises (or criticizes) students, they will be less self-reliant.
13. Errors are important and necessary to learning. They show the teacher where things are unclear.
14. If students are simply given answers, rather than being allowed to self-correct, they will not retain them.
15. Students need to learn to listen to themselves.
16. At the beginning, the teacher needs to look for progress, not perfection. Learning takes place in time. Students learn at difference rates.
17. A teacher's silence frees the teacher to closely observe the students' behavior.
18. Students learn they must give the teacher their attention in order not to miss what he says. Student attention is a key to learning.
19. Students should engage in a great deal of meaningful practice without repetition.
20. The elements of the language are introduced logically, expanding upon what students already know.
21. Students gain autonomy in the language by exploring it and by making choices.
22. Language is for self-expression.
23. Some learning takes place naturally as we sleep. Students will naturally work on the day's lesson then.
24. The structures of the syllabus are not arranged in a linear fashion, but rather are constantly being recycled.
25. The skills of speaking, reading, and writing reinforce one another.

So we try to make some conclusions on the base of mentioned above principles.

1 What are the goals of teachers who use the Silent Way? Students should be able to use the language for self-expression – to express their thoughts, perceptions, and feelings. In order to do this, they need to develop independence from the teacher, to develop their own inner criteria for correctness. Students become independent by relying on themselves. 2 What is the role of the teacher? What is the role of the students? The teacher is a technician or engineer. “Only the learner can do the learning”, but the teacher, relying on what his students already know, can give what help is necessary, focus the students’ perceptions, ‘force their awareness’, and ‘provide exercises to insure their facility’ with the language. The teacher should respect the autonomy of the learners in their attempts at relating and interacting with the new challenges [1, p. 55-59]. The role of the students is to make use of what they know, to free themselves of any obstacles that would interfere with giving their utmost attention to the learning task, and to actively engage in exploring the language. No one can learn for you, Gattegno would say; to learn is our personal responsibility. As Gattegno says, “The teacher works with the student; the student works on the language” [1, p. 14].

3 What are some characteristics of the teaching/learning process? Students begin their study of the language through its basic building blocks, its sounds. These are introduced through a language-specific sound-color chart. Relying on what sounds students already know from their knowledge of their native language, teachers lead their students to associate the sounds of the target language with particular colors. Later, these same colors are used to help students learn the spelling that correspond to the sounds (through the color-coded Fidel Charts) and how to read and pronounce words properly (through the color-coded words charts). The teacher sets up situations that focus student attention on the structures of the language. The situations sometimes call for the use of rods and sometimes do not; they typically involve only one structure at a time. With minimal spoken cues, the students are guided to produce the structure. The students receive a great deal of practice with a given target language structure without repetition for its own sake. They gain autonomy in the language by exploring it and making choices.

4 What is the nature of student-teacher interaction? What is the nature of student-student interaction? For much of the student-teacher interaction, the teacher is silent. He is still very active, however – setting up situations to ‘force awareness’, listening attentively to students’ speech, and silently working with them on their production through the use of nonverbal gestures and the tools he has available. Student-student verbal interaction is desirable (students can learn from one another) and is therefore encouraged. The teacher’s silence is one way to do this.

5 How are the feelings of the students dealt with? The teacher constantly observes the students. Also, through feedback sessions at the end of lessons, students have an opportunity to express how they feel. The teacher takes what they say into consideration and works with the students to help them overcome negative feelings which might otherwise interfere with their learning.

6 How is the language viewed? How is culture viewed? Each language also has its own unique reality, or spirit, since it is the expression of a particular group of people. Their culture, as reflected in their own unique world view, is inseparable from their language.

7 What areas of language are emphasized? What language skills are emphasized? Since the sounds are basic to any language, pronunciation is worked on from the beginning. It is important that students acquire the melody of the language. Vocabulary is somewhat restricted at first. All four skills are worked on from the beginning of the course.

8 What is the role of the students’ native language? Meaning is made clear by focusing the students’ perceptions, not by translation. The students’ native language can, however, be used to give instructions when necessary, to help a student improve his or her pronunciation, for instance.

9 How is evaluation accomplished? Although the teacher may never give a formal test, he assesses student learning all the time. Since ‘teaching is subordinated to learning’, the teacher must be responsive to immediate learning needs. The teacher does not praise or criticize student behavior since this would interfere with students’ developing their own inner criteria. The teacher looks for steady progress, not perfection.

10 How does the teacher respond to student errors? Student errors are seen as a natural, indispensable part of the learning process. Errors are inevitable since the students are encouraged to explore the language. The teacher uses student errors as a basis for deciding where further work is necessary. The teacher works with the students in getting them to self-correct.

Although this method should be used in small groups of students and it is questionable how successfully it might be used at more advanced levels it has many advantages.

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THE COMMUNICATIVE STYLE OF THE U. S. AMBASSADOR TO UKRAINE G. PYATT

Стаття присвячена ідеї, про те що мовна діяльність дипломата може впливати на суспільне сприйняття, і, щоб досягти мети, дипломати намагаються впливати на аудиторію. У статті висвітлюються особливості стилів спілкування в дипломатичному дискурсі. Автор аналізує основні стилі спілкування та підходи до їх вивчення. Особлива увага приділяється типам вербальних стилів спілкування в сучасному англійському дипломатичному дискурсі. Автор розглядає деякі мовні особливості мови дипломата як інструменту можливих маніпуляцій громадською думкою. Дослідження проводилося на основі текстів публічних виступів та інтерв'ю, що стосуються подій в Україні в 2013 і 2014 рр., і належать послу США в Україні Дж. Пайетту. Установлено, що такі типи комунікативних вербальних стилів, як прямий, точний, особистий та інструментальний є найпоширенішими в дискурсі дипломатів.

Ключові слова: вербальний комунікативний стиль, дипломатичний дискурс, дипломатичний дискурс, вербальні засоби впливу.

Статья посвящена идее о том, что языковая активность дипломата может влиять на общественное восприятие, и, чтобы достичь цели, дипломаты пытаются влиять на аудиторию. В статье освещаются особенности стилей общения в дипломатической речи. Автор анализирует основные стили общения и подходы к их изучению. Особое внимание уделяется типам словесных стилей общения в современном английском дипломатическом дискурсе. Автор рассматривает некоторые языковые особенности речи дипломата в качестве инструмента возможных манипуляций общественным мнением. Исследование проводилось на основе текстов публичных выступлений и интервью, касающихся событий в Украине в 2013 и 2014 гг. и принадлежащим послу США в Украине Дж. Пайетту. Автор установил, что такие типы коммуникативных вербальных стилей, как прямой, точный, личный и инструментальный являются наиболее распространенными в дискурсе дипломата.

Ключевые слова: вербальный коммуникативный стиль, дипломатический дискурс, дипломатическая речь, словесные способы воздействия.

The article focuses on the idea that language activity of a diplomat involves influence on public consciousness, and to achieve the goal diplomats try to affect the audience verbally. The article highlights the features of verbal communication styles in diplomatic speech. The author analyzes basic verbal communication styles and approaches to their study. A special attention is paid to the varieties of verbal communication styles in modern English diplomatic discourse. The author views certain linguistic features of the speeches given by the diplomat as a tool of possible manipulation with public opinion. The investigation was carried out on the basis of transcripts of the U.S. Ambassador to Ukraine G.Pyatt's public speeches and interviews concerning the events in Ukraine in 2013 and 2014. The author has established that such communicative verbal styles as direct, exacting, personal and instrumental are the most common for diplomatic discourse.

Key words: verbal communicative style, diplomatic discourse, diplomatic speech, verbal means of influence.

Introduction. Diplomatic discourse cannot be imagined without language. Language forms its basis and is a tie between society and representatives of diplomacy. Various linguistic means help achieve the main purpose of the diplomatic discourse, which is persuasion, influence and motivation of the recipient to act in the interests of the speaker. Communicative style of the speaker is one of the above mentioned means.

The concept of "communication style", or "communicative style" has recently been very popular due to the expansion of a range of linguistic studies. The basis of the diplomatic speech is a thoughtful use of specific communication styles to persuade the recipient. Nowadays, a research of the communication styles use in diplomatic discourse is a very important issue that needs a thorough study, especially before a military conflict. That is because the modern diplomatic speeches may influence somehow audience and contain some verbal means which can help achieve an intended effect and influence the audience.