

Abstract. *This paper aims to reveal and describe some optimal models of communicative interactions based on the discourse analysis. It's a part of the wider research of the language learning strategies and their strong links to the fields of didactics and pragmatics. The relatively new area of creating successful strategies is building language courses around the base of the discourse – communicative interaction of the participants in the dialogue. Communicative problems on the job and problem-solving interactions can be integrated into some optimal models of communicative interactions based on successful and unsuccessful actions of the communicators. This strategy provides a particularly verbal and non-verbal tools for speech participants, allows feedback and transfer of knowledge and skills from one situation to another one. It has been distinguished three interactive models that are relevant to any business discourse. Case Study is one of the most useful methods to enhance communication competence in the workplace.*

Key words: *learning strategies, workplace discourse, models of communicative interactions, case study.*

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USING AUTHENTIC MATERIALS IN ENGLISH LANGUAGE TEACHING

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Abstract. *The article tackles the issues of teaching speaking and reading skills in English. The methods of using authentic materials for solving these problems are presented on the basis of a short story "Appointment with love" by S. Kishor. The advantages of using literature in the classroom are emphasized. The stages of implemented techniques are described in details. They are a conversational warm-up, before reading, general comprehension, understanding the language. Stylistic analysis and text interpretation for advanced students are recommended.*

Keywords: *speaking and reading skills, authentic materials, literature, techniques*

Authentic resources can be anything from the target culture that exercises their senses, from visuals to food. First of all, they are associated with newspaper and magazine articles. However, the term can also encompass such things as songs, web pages, radio & TV broadcasts, films, leaflets, flyers, posters, indeed anything written in the target language and used unedited in the classroom [9].

The topicality of this paper is absolutely justified by a tendency when the world language community shifts towards integrating both traditional and new authentic resources.

A lot of linguists and methodologists worked at the approbation of the mentioned above challenges using Video and DVD resources, in particular T.G. Dubinina, M.I.Kudritskaya, T. G.Myatova, M.Yu. Novikov. Approaches in the field of literature and language teaching are studied by T.Bowen, J.Marks, R.Carter, M.Long, G.Lazar, H.Widdowson and a great number of national scholars. Among the linguists, who contributed to the study of the text as a unit of communication, are I. V. Chernigova, O.V. Dubinina, I.R. Galperin, V.A. Kukharenko, G. V. Kolshanskiy, V.V. Krasnykh, O.S. Kubryakova, O.O. Selivanova, Ye. V. Sydorova, O. M. Morokhovskiy, O.P. Vorobyova, Yu. S. Kryvenok, G. Genette, K.H. Spinner, S. Jones, J.P. Magnuson, J. Rehbein, A. Watson.

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In this paper our focus is in using authentic texts in teaching literature. Dictionaries give the following definitions to the key words. Authentic / adj. known to be real and genuine and not a copy [4,p.87]. Literature/noun 1. stories, poems, and plays, especially those that are considered to have value as art and not just entertainment [8, p. 898].

Literary texts are products that reflect different aspects of society. They are cultural documents which offer a deeper understanding of a country or countries [2, p.2-20].

Widdowson H., Lazar G. emphasize the following advantages of using literature in the classroom [7, p.34]. Here are a few:

Literature is authentic material. It is good to expose learners to this source of unmodified language in the classroom because the skills they acquire in dealing with difficult or unknown language can be used outside the class.

Literature encourages interaction. Literary texts are often rich in multiple layers of meaning, and can be effectively mined for discussions and sharing feelings or opinions.

Literature expands language awareness. Asking learners to examine sophisticated or non-standard examples of language (which can occur in literary texts) makes them more aware of the norms of language use.

Literature educates the whole person. By examining values in literary texts, teachers encourage learners to develop attitudes towards them. *These values and attitudes relate to the world outside the classroom.*

Literature is motivating. Literature holds high status in many cultures and countries. For this reason, students can feel a real sense of achievement at understanding a piece of highly respected literature. Also, literature is often more interesting than the texts found in coursebooks.

We'll describe techniques of using authentic literary texts on the basis of a short story "Appointment with love" by S.I. Kishor [6]. In fact, there are many techniques and approaches. Our focus is on the following stages, in particular *warmer, before reading, general comprehension, understanding the language (stylistic analysis and text interpretation for advanced students)* [9]. The latter involves the close study of the linguistic features of the text to enable students to make meaningful interpretations of the text – it aims to help learners read and study literature more competently.

During the very *first stage (warmer)* our objective is in getting students about to dig deeper about the topic of the story. Sample thought-provoking questions: What is love? What is better to love or to be loved? When (how) do people usually make appointments?

Stage two: before reading

Pre-teaching: Introduction of new vocabulary:

Zero – single seat plane used by the Japanese Navy in World War II

Thou art – You are (archaic)

curve – a bending line having the form of an arc

to be caught in the midst of a pack of enemy planes – to get into the ring pursuit - planes fighters

"Yea, though I walk through *the valley of the shadow of death, I shall fear no evil, for Thou art with me*"...(From Psalm 23 of the Book of Psalms. "Shadow of death" is from the Hebrew צלמות (tzal "shadow" + mavet "death").

1. (*idiomatic*) A symbolic description of the world, meaning darkness and death are (symbolic) valleys on earth one must walk through, that is, part of the human experience.

2. (*idiomatic*) A very dangerous place.

haunt – appear repeatedly in (a place)

"Of Human Bondage" (1915) is a novel by W. Somerset Maugham

Predicting. Students can be involved in a number of activities.

1. It makes sense to give them some words from the story describing the main characters.

a tall young Army lieutenant, a young woman, long and slim, a woman well past 40, a test, Grand Central station, New York, an information booth, a clock

2. A teacher may read a beginning of a story to the audience and ask students to predict the following events.

Stage three: understanding the text, general comprehension.

Once students have read it once, a teacher can set comprehension questions or ask them to explain the significance of certain key words of the text [3, p. 29-33].

- Whom was the lieutenant waiting for at the information booth?
- Why was he so excited?
- How did he do the woman's acquaintance?
- Why lieutenant Blandford was so anxious to see a girl?
- What made the friendship of the two people who had never seen each other?
- Why didn't she send him her photograph?
- How old were the lieutenant and the girl?
- Why did he start toward a girl in a green suit?
- What made lieutenant Blandford step forward without hesitation to meet the plump plain woman in her late forties?

- Why did Hollis Meynell ask the woman to play a role?

Stage four: understanding the language

The tasks may be the following:

- Give words and expressions close in meaning to the following:
- Paraphrase the italicized parts of the following sentences; translate them into Ukrainian if necessary.
- Learn the following phrases; recall the sentences in which they are used in the text and use them in the sentences of your own.
- Find in the text the following expressions (Ukrainian variants are given). Use them in the sentences of your own (you can give some Ukrainian sentences with the expressions under study to be rendered into English).

Then follows the next stage of working at the text, its stylistic interpretation.

The complex stylistic analysis of a literary text should cover the following issues:

The main events in the author's life that influenced his artist career, his way of thinking and his style.

The content of the text being analyzed.

The main idea of the text, i.e. the author's "message" to the reader.

Stylistic devices which help to express the main idea (i.e., to characterize the personages, to depict precisely the setting for the event, to express the author's attitude towards the narrated events and the characters, etc.)

Other stylistic devices (those which do not obligatory help to render the author's message, but build up the style of the narration) [5, p.54].

Sample analysis may look like that [1, p.33]. Based on the features of a "short story" genre and the basic components of its structure the story can be referred to a classical one. The plot centres round a young lieutenant and lady who fall in love. The author shows that true love is possible between two people who have never met if they are able to trust their true inner feelings. The story is set in New York at Grand Central Station after The Second World War. It's a third person narration interlaced with descriptive passages and dialogues of the personages. Sometimes this narration is broken by philosophical, psychological and religious digressions. The prevailing mood of the story is lyrical,

melodramatic and sentimental. The compositional pattern of this story is as follows: the abrupt beginning, the development of the plot with two flashbacks, the climax and the abrupt ending. The text starts with the description of a young army lieutenant Blandford and his feelings to the woman, who has filled a special place in his life for the last thirteen months. He'll see her in 6 minutes for the first time. The second part of the story deals with Blandford's memories of his worst fighting against a pack of Zeros and the unknown lady's support. He couldn't have survived without her warm letters and concern. The story contains several flashbacks. In two retrospective passages the readers know that the mysterious young lady had refused all his requests to send him her pictures. The only sign to recognize her (Hollis Meynell) is a red rose they had agreed upon. The climax of the story is characterized by gripping narrative and deep emotional impact on the readers. The unpredictable Hollis Meynell played a bad trick on Blandford with the purpose to test his feelings. She asked a woman well past forty to assist her in her plan. Hollis gave a red rose to her to draw Blandford's attention. At the same time she walked past him with a provocative smile. A young lieutenant resisted the temptation and approached to the woman with a flower whose image and appearance did not meet his expectations. Then a woman, who has got "two boys with Uncle Sam herself", revealed a trick. S.I. Kishor doesn't continue the story, an abrupt ending follows. Readers can only predict the future events.

On the lexical level several layers of words are to be found. The bulk of the vocabulary is represented by neutral words (a lieutenant, a young girl, an information booth, a clock, a woman etc.). As the main problem of the text concerns the acquaintance of young people during The Second World War there are many words and word combinations pertaining to this field (fighting, a plane, the midst of a pack of Zeros, enemy, pilots). These words help to describe the situation more clearly and true to life. As the text is written by an American writer, readers can find a certain number of American proper names: Grand Central Station, Florida training camp, New York City Telephone book, Uncle Sam.

On the semasiological level in the first part of the text we can find metaphors ("His heart was pounding with a beat", "the ring of people besieging the clerks"), personification ("said the great round clock"), logical comparison (He placed himself as close as he could to the information booth). The following stylistic devices on the syntactical level contribute to the expressiveness of the passage. They are anaphora ("Six minutes"), inversion ("said the great round clock"). The parts of the story which deal with the flashbacks provide an essential clue to the characters as personalities. We may find the following stylistic devices such as allusion ("Yea, though I walk through the valley of the shadow of death, I shall fear no evil, for Thou art with me..."), a quasi-affirmative question "Didn't King David know fear?" some repetitions and parallelism "he had remembered, he had heard, he had renewed", "He had written, she had answered", chiasmus "...he loved her and she loved him". They convey latent meanings, in particular, great sympathy, care, mutual affection, willingness to devote his (her) own life to another person. The charm of this story lies in its interesting plot. Many of the events, reactions and descriptions in the story are seen through the author's eyes. Among the expressive means and stylistic devices the following ones prevailed: epithets ("thick-ankled feet", "a tolerant smile"), metaphors "A small provocative smile curved her lips", hyperbole ("Then Lieutenant Blandford's heart leaped higher than his plane had ever done"), anti-climax ("This would not be love, but it would be something precious, something perhaps even rarer than love — a friendship for which he had been and must ever be grateful..."), parallel inverted constructions "so keen was his desire to follow the girl", "so deep was his longing for the woman", similes "she was like springtime come alive", "Her eyes were as blue as flowers". Due to these linguistic resources the atmosphere of the story is very emotional and strained. To reproduce two

parallel lines of thought, two different planes of narration S. I. Kishor resorts to parenthetical elements: "That young lady in the green suit —the one who just went by — begged me to wear this rose on my coat." A nominative sentence "One minute to six" is used to depict the time, the place and the participants of the action. The story ends in some abrupt ending. There's no denouement in the text. Readers can only predict further events. It also makes sense to mention a few symbolic expressions in the text which are often repeated by the author: "Six minutes to six", "In six minutes", "One minute to six" and the title of the book "Of Human Bondage" by S. Maugham. The first expressions are used to emphasize that "the time is the only stuff our life is made of". The last one doesn't only have its "speaking name" but also a double philosophical meaning. It was a reason for young people to start a relationship and a hope for their dreams. They expect to live in their own world of passion and love [1, 35].

The plot of the analyzed short story by S.I. Kishor is formed by overlapping fable lines, situations, characters with the help of principles of contrast and intertextuality, makes the global image, where the dominant is human mental-psychic being. The peculiarity of this story lies in the fact that in spite of its short length it claims to be rich in a great number of expressive means and stylistic devices on each of the language levels. Author's concept of a person, which arranges the structure of the short story, is revealed through a synthesis of the lyric and melodramatic discourses, reflecting in the image-motive and chronotopic levels of the text.

To sum up, we may assume that teaching English through reading authentic stories and discussion helps to develop critical thinking, communicative competence.

It broadens students' cultural outlook, develops their creativity and aesthetic taste.

Teaching has had a thoroughly beneficial effect since it reminded teachers that people learn languages not so that they "know" them, but so that they can communicate. Giving students the opportunity to try out a real language within the classroom humanized what had sometimes been too regimented, we teach the students that a language is not just bits of grammar; it's a reservoir of endless creativity and personal self-development.

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Анотація. У статті висвітлено питання навчання говорінню та читанню англійською мовою. Методика використання автентичних матеріалів для вирішення цих проблем проілюстрована на прикладі короткого оповідання С. Кишор «Побачення з любов'ю». Наведено переваги використання літературних джерел на заняттях, а також детально описано поетапне впровадження прийомів навчання. Етапи роботи з автентичним літературним текстом підрозділяються на розмовний розігрів, предтекстовий, загальне розуміння, безпосередньо на роботу над мовою. Рекомендован стилістичний аналіз тексту та його інтерпретація для студентів просунутого рівня.

Ключові слова: навички читання і говоріння, автентичні матеріали, література, методи навчання

Аннотация. В статье освещаются вопросы обучения говорению и чтению на английском языке. Методика использования аутентичных материалов для решения этих проблем проиллюстрирована на примере короткого рассказа С. Кишор «Свидание с любовью». Показаны преимущества использования литературных источников на занятиях, а также подробно описано поэтапное внедрение приемов обучения. Этапы работы с аутентичным литературным текстом подразделяются на разговорный разогрев, предтекстовый, общее понимание, непосредственно на работу над языком. Рекомендован стиллистический анализ текста и его интерпретация для студентов продвинутого уровня.

Ключевые слова: навыки чтения и говорения, аутентичные материалы, литература, методы обучения

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WORKING ON TERMINOLOGY AND PROFESSIONAL VOCABULARY

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Abstract. The article is dedicated to considering the specification and integrated description of the components of linguistic competence formation as the most important tool for production, perception and understanding of professional speech.

Keywords: professional vocabulary, scientific terminology, Latin, vocabulary selection, skills formation

The research on this subject, launched by N.Khomsky as the opposition of mental representations of linguistic rules - linguistic competence, i.e. internal grammar of perfect speakers, speech implementation of knowledge - linguistic performance, still remains controversial and not completely resolved from the standpoint of cognitive linguistics (how to combine physiological neurophysical mechanisms of verbal and nonverbal knowledge, how the process of sensorimotor world perception integration, reflective experience, language interpretation occurs). The study of mental-linguistic nature of intellectual operations of memory, learning, perception, retention, forgetting; the study of structures in a particular act of speech; the interpretation of nomination processes, grammaticalization, syntactics, text production and its perception; the explanation of semantic changes - this is an incomplete list of cognitive linguistics tasks [6, 70]. "The concept of internal form, word and thought connection has become the foundation of modern explanation of nomination

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