

being sensitive to other cultures realia and phenomena; developed ability of experiencing no fear of other cultures should be pointed out. It should be stressed that these skills and abilities are to correspond to the A1.1. Level in Common European Framework of Reference.

Particular attention is paid to questionnaire method which can be a powerful tool of evaluating primary schoolchildren motivation to English and their sociocultural abilities.

Key words: sociocultural competence, sociocultural knowledge, skills and abilities, psychological and pedagogical characteristics of primary schoolchildren, primary school.

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ANOTHER VIEW ON ENGLISH CHILDREN'S LITERATURE OF THE 20th CENTURY

Teaching the English language in comprehensive schools may not be quite successful without using the authentic texts excerpted from modern English literature books. The teacher of English can only be the competent guide in it for his pupils. Introducing the best books for class and home reading we make it possible for our schoolchildren (and, probably, their parents) to keep in touch with the most popular texts in the world which may help them not only to improve their English reading habits but also to acquire a good philological taste and understanding of the art of literature.

The objective of our research is to form the general idea of the 20th century British and American children's literature for the students of foreign languages departments and faculties, future school teachers. The Soviet scholars of the previous century did much to acquaint the readers of their country with the most outstanding works (Leonova N. I., Nikitina G. I., Zubanova O. V., Hecker M. Y., and others). Due to ideological limitations certain books have not come to Soviet readers. We will try to touch upon some less known works of British and American authors.

Having analyzed about 25 most popular British and American children's books we may rightfully call the previous century "the golden age of children's literature". Bookshops offer numerous volumes for all ages and tastes, excellent screen versions bring readers closer to the original books.

As it is known from history of education, up to the very end of the 18th century children were considered to be small copies of adults who had to grow

up in the fastest possible way [1]. Fiction books for children started to appear only when childhood was acknowledged as a legal stage of human life having its own disposition and perception of the world [2]. A number of masterpieces of children's classical literature came up in the end of the 19th century: "Little Women", "Alice's Adventures in Wonderland", "Treasure Island" and "The Adventures of Tom Sawyer" [3]. But only in the 20th century, when education and well-being of the society improved greatly, books for children got the immense number of readers. The most popular fiction traditionally appeared in English speaking countries, Germany and Scandinavia.

In the beginning of the 20th century England gave a number of prolific children's authors who became the pioneers of new themes and genres. So, books by Edith Nesbith gave the colourful description of the adventures of a crazy family's brothers and sisters who suddenly possessed the gift of wish fulfillment. All wonders take place in their ordinary life. The book "Children of the Road" (1906) is a contrast to Victorian literature, stiff and prim, existing in the previous years [4, p. 227].

In 1900 Frank Baum published his modern American fairy-tale "The wizard of Oz". The main character of the book is a girl called Dorothy who with her dog Toto is carried away by a very powerful storm from the farm where she lived in Kansas to the magic Land of Oz. There they travel along the yellow brick road, meet the scarecrow, the cowardly Lion and the Tin man and have many adventures before they meet the wizard of Oz himself and finally get home. In 1939 a very popular musical was created based on this book with Judy Garland as Dorothy. The film contains many well-known songs which make it so enjoyable [4, p. 1534].

J. M. Barrie, a Scottish writer of plays and novels, referred to the genre of fairy-tale in 1904 creating the character of Peter Pan. The boy persuades the girl, Wendy by name, with her small brothers Michael and John to fly away to the magic place called Never-Never-Land. A fairy called Tinkebell takes them there and the four children stay in the magic country and have many adventures. Peter Pan's enemy Captain Hook is an evil pirate who has a metal hook in place of one of his hands. This hand was cut off in a fight with Peter who threw the hand into the water where it was eaten by a crocodile. The crocodile then followed Captain Hook trying to catch him and eat the rest of him. Living in Never-Never-Land Peter Pan never grows up. Thus the author emphasizes his own understanding of childhood as the best time of anybody's life. This sentimental story is still loved by kids all over the world. No wonder that it was several times staged and screened. The famous statue in Kensington Gardens gathers the admirers Peter Pan of all generations [4, p. 228].

In 1902 Rudyard Kipling published a small collection of tales under the title "Just so Stories", which followed "The Book of the Jungle". This small book about animals who speak and do like people explains in a very extraordinary and funny way some very important things to young readers.

The book "The Wind in the Willows (1908) by Kenneth Graham enjoys the universal love of English children. Serving as a clerk in the Bank of

England K. Graham used to tell those fairy stories to his small son. Later the story about the great friendship of Ratty and Mole, who live on the river bank, and the boastful, selfish Toad of Toad Hall, who is very rich and lives in a large house, travelled to the pages of the famous book.

The stories about animals took a considerable place in the books by Jack London. The author is far from identifying animals and people. The main theme of his narratives is merciless fight for life and space. "The White Fang" (1905) and "The Call of the Wild" (1903) describe the events as if they are seen by the eyes of dogs. Of course, their perception is far from being human but they show natural reality, not imaginary world. In the first of the books the wild White Fang learns how to be faithful to his master. In the second the dog, following the call of his ancient natives, becomes the leader of a wolf pack [5].

In the 20th century there appeared some books the texts of which are inseparable from illustrations. 20 mini-books by Beatrix Potter with her own water colours about Peter Rabbit (1900) and his loving mother were the first in this row. Fairy tales of A. A. Miln about Winnie the Pooh (1926) for very young readers bear the drawings by E. Y. Sheppard. The drawings are integral with the book and have never been published with illustrations by other artists.

The genre of adventures is represented in the 20th century by Noel Stradfield's "Ballet Shoes" (1936), "Swallows and Amazones" (1930) by Arthur Ransome, "Stories by Captain Johns" about a skillful and courageous military pilot Biggles of World War I.

But the undoubtful leader in this genre Enid Blyton who published more than 600 books not very outstanding. She was criticized not once for her poor language and shallow themes but children, nevertheless, enjoy reading about the incredible adventures of "The Secret Seven", "The Glorious Five" and other sequels.

After World War II the new genres came into fashion. Scientific fiction had not been admired for a long time. Fantasy which involved eternal human values came to the fore. In 1950 Clive Staples Lewis published his book "The Lion, the Witch and the Wardrobe". It was the first book of the series called "The Chronicles of Narnia". The main characters, the four children, enter the imaginary world of Narnia walking through a wardrobe. There they join the everlasting conflict between good and evil. The children themselves can influence the outcome of the events being noble and faithful or envious and fearful. The author inspires the top human values of Christianity. Being Oxford's brilliant professor C. S. Lewis could speak about the most important things in a plain and sincere language. Seven books make up the whole story of Narnia: "The Wizard's Nephew", "The Lion, the Witch and the Wardrobe", "The Horse and His Boy", "Prince Caspian", "The Voyage of the Morning Traveller", "The Silver Armchair", "The Last Battle". There is no chronological consequence in this sequel. One can read them at his choice as each of the books is a complete narrative. Unconsciously, Lewis began writing the book interpreting the Christian doctrine in a specific form. So, King Aslan, the noble lion, reminds the reader of God as He created Narnia to be the land

of peace and harmony. Later his might and power are opposed. In the “Last Battle” the wicked Monkey menaces Narnia’s inhabitants. Lewis himself didn’t advise to look for some secret message of the books. It is clear that the everlasting struggle between good and evil only changes participants and dresses [4, p. 228].

Another brilliant Oxford’s professor John Ronald Tolkien developed the genre of fantasy which included numerous myths and legends. It is worth mentioning that J. R. Tolkien and S. C. Lewis were close friends. It was to Tolkien that Lewis’s first book “Mischief-Maker’s Letters” was dedicated [4]. The first book which made Tolkien world-wide famous was “Hobbit” (1936). The book supplied with two maps and eight author’s illustrations became a bestseller in 1937 and was given the prize of the best children’s book of the year. The main character of the book is the well-to-do hobbit Bilbo Baggins. Hobbits are very good people, their height of a ten-year-old child. They like to have a substantial meal, a hearty laugh, bright clothes, feasts and bear. The author introduces them for children in this funny way making the plot of the book entertaining.

In the next book “The Lord of the Rings” (1954-1955) the reader meets wizard Gandalf, the leader of dwarfs, Gollum, the repulsive creature, grey-skinned and naked, goblins, animated trees, wolves, dragons and other characters. The magic ring which Bilbo gives to his nephew Frodo concentrated the great power of evil, it can attract and destroy. Frodo has to do away with it by throwing it into the Abyss of Destiny in the crevice of the Fiery Mountain. “The Lord of the Rings” is a trilogy which comprises the books “The Two Towers”, “The Fellowship of the Ring” and “The Return of the King”. The characters of the book are fantastic but you can’t help feeling the correspondence of Gandalf to wizard Merlin from the legends about King Arthur. King Arthur himself resembles the travelling King Aragorn. Frodo and eight of his friends representing the free inhabitants of Midland (hobbits, elves, dwarfs and people) keep fighting with orcs, black riders, Gollum. All of them thrive to take the ring and have it.

At least two very important historical lessons can be obtained from the book:

1) Evil can’t be beaten with evil’s weapon. Those who do not touch weapon can have the biggest strength.

2) Knowledge of history keeps rulers from fatal mistakes.

“The Lord of the Rings” is a tremendously interesting book from the point of view of linguistics. Being a passionate scholar of Anglo-Saxon literature he created several languages for the book by the pattern of Old English. They are the two languages of elves (old and modern), the language of Northern Midland, the language of Mordor and some languages of dwarfs. They are rather complicated languages with meaningful roots, alphabets and rules of pronunciation. Besides Tolkien composed some elves’ songs and gave their English translation.

The comments on history and geography, family trees, dictionaries and proper names make up a separate book of about 250 pages.

Fantasy followers are numerous, J. K. Rowling being the most celebrated of them. The folklore and magic motives are developed in a peculiar way in the books about the adventures of a young wizard Harry Potter in Hogwarts School of Witchcraft and Wizardry created by the pattern of an English public school. The screened versions of the books are tremendously popular in the whole world.

Coming to the conclusion we may assert to have offered a reliable idea of the development, genres and trends of English children's literature of the previous century. Some of the most essential issues (the genre of fantasy in the works by J. R. Tolkien and C. Lewis, W. Golding's psychological doubts) can be proposed for a further research.

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Кисельова О. М., Кисельов О. В. Варіант огляду англійської дитячої літератури ХХ сторіччя

Стаття присвячена аналізу англомовної дитячої літератури, в основному, британських та деяких американських авторів, що створена у ХХ сторіччі. Розглядаються теми та жанри, що з'явилися або розвивалися у цей період. Згадуються імена авторів мало відомих українському читачеві. Книги Едит Несбіт, малознайомі читачеві країни, подані як протипага зразкам літератури для дітей Вікторіанської епохи. Британські письменники довоєнної пори Д. М. Баррі, Р. Кіплінг, К. Грехем, Е. Блайтон згадуються у статті, де коротко аналізуються їхні твори. Казки Р. Кіплінга та К. Грехема, де дійові особи – це представники тваринного світу, світу дикої природи, діють відповідно до людських уявлень про ці закони. Американські автори Ф. Баум та Д. Лондон відзначаються як письменники, які внесли нові теми, ідеї, методи створення літератури для молодого читача. Так у казці про чарівника з країни Оз Ф. Баум поєднує героїв, серед яких є людина, тварина та лялькоподібні істоти, всі з яких хочуть бути схожими на людину. В оповіданнях Д. Лондона звірі не відрізняються мисленням від людей і діють теж відповідно. Нерозривне поєднання тексту з ілюстраціями до нього вперше закріплене у серії книжок Б. Поттер та А. Мілна. Найбільша увага приділяється дитячим книжкам періоду після Другої світової війни, автори яких, К. С. Льюїс та Д. Р. Толкієн, підняли у своїх творах гуманістичні ідеї та цінності на найвищий щабель. Ідеї

християнства, втілені в казках К. С. Льюїса та жанр фентезі, доведений до досконалості у романах Толкієна, завершують це дослідження, яке можна продовжити у багатьох захоплюючих напрямках розвитку сучасної літератури для дітей.

Ключові слова: художня література, жанр, казка, пригоди, ілюстрації, фентезі.

Киселёва Е. Н., Киселёв О. В. Вариант обзора английской детской литературы XX века

Статья посвящена анализу англоязычной детской литературы, в основном, британских и некоторых американских авторов, созданной в XX столетии. Рассматриваются темы и жанры, которые появились или развивались в этот период. Упомянуты имена авторов мало известных для украинского читателя. Книги Эдит Несбит, малоизвестные читателю страны, предъявлены как противоположность образцам литературы для детей Викторианской эпохи. Британские писатели довоенной поры Д. М. Барри, Р. Киплинг, К. Грэхем, Э. Блайтон упоминаются в статье, где кратко анализируются их основные произведения. Сказки Р. Киплинга и К. Грэхема, где действующие лица – это представители животного мира, мира дикой природы, действуют в соответствии с представлениями людей об этих законах. Американские авторы Ф. Баум и Д. Лондон отмечаются как писатели, которые внесли новые идеи, темы и методы создания литературы для молодого читателя. Так в сказке о волшебнике страны Оз Ф. Баум объединяет героев, среди которых есть человек, животное и куклоподобные существа, все из которых хотят быть похожими на человека. В рассказах Д. Лондона звери не отличаются мышлением от людей и действуют также соответственно. Неразрывное сочетание текста с иллюстрациями к нему впервые закреплено в серии книг Б. Поттер и А. Милна. Наибольшее внимание уделяется детским книжкам периода после Второй мировой войны, авторы которых, К. С. Льюис и Д. Р. Толкиен, подняли в своих произведениях гуманистические идеи на самую высокую ступень. Идеи христианства, воплощённые в сказках К. С. Льюиса и жанр фэнтэзи, доведённый до совершенства в романах Д. Р. Толкиєна завершают это исследование, которое может быть продолжено во многих увлекательных направлениях развития современной литературы для детей.

Ключевые слова: художественная литература, жанр, сказка, приключения, иллюстрации, фэнтэзи.

Kiselyova O. M., Kyselyov O. V. Another view on English children's literature of the 20th century

The article is devoted to the analysis of English children's literature, mainly by British and some American authors, created in the 20th century. The genres and themes which sprang up or developed in this period are being considered. The difference between modern literature for children and that of

Victorian period is emphasized. The books by Edit Nesbith, which are not well-known to the country's readers, are shown as a contrast to the samples of children's literature of the mentioned previous period. The British authors of the pre-war period D. M. Barrie, R. Kipling, K. Graham, A. Blighton are mentioned in the article where their main works are analyzed. Some new types of fairy-tales are examined ("The Wizard of Oz", "Peter Pan", "Just So Stories" and others) as well as the realistic stories by Jack London with animals thinking and making decisions like people. Illustrated books for children are also touched upon where illustrations are inseparable from the texts ("Winnie the Pooh", "Peter Rabbit"). The genre of adventures is mentioned in the article too, though its representatives are not very outstanding in the given span of time. The biggest attention is given to the children's books which appeared in the period after WWII. The works by C. S. Lewis and J. R. Tolkien occupy the top position in the hierarchy of books for children for they raised in them the humanistic ideas and moral values as those of ultimate importance. The ideas of Christianity living in the fairy-tales by C. S. Lewis and the genre of fantasy coming to perfection in the novels by J. R. Tolkien complete this research. The article can be regarded as a variant of systematic structure of English literature in the 20th century for children. It naturally can be developed in various involving directions and widely researched with more detail and analysis.

Key words: fiction, genre, fairy-tale, adventure, illustrations, fantasy.

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COGNITIVE METHOD IN LANGUAGE STUDY

*"The one great barrier between
the brute and the man is Language Man speaks,
and no brute has ever uttered a word.
Language is our Rubicon, and no brute will dare to cross it"*
Max Müller, 1861

The problem of Language and Thought interaction always attracted a close attention within language studies and this interest was not only exclusively linguistic, but also broad philosophic, cultural and historical. The nature of language and thought is an ancient field of debate and still in ancient Greek philosophy universal relationships of these phenomena had been