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Contact e-mail: serka7@ukr.net ; astraea.journal@gmail.com

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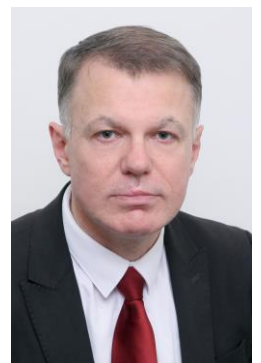
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Introductory word

“Knock, and it shall be opened unto You”





The idea of founding the journal «Astraea» is based on modern requirements, such as establishing interdisciplinary links in education and science among scholars of different specialties and nationalities: philologists, educators, psychologists, philosophers, sociologists. These links are to become the accomplishments of the world discourse. When developing the concept of the journal, the editorial board worked out the format that would be comfortable for world reader. Today the electronic form is undoubtedly the most convenient one for quick access and distribution. Blistering development of interdisciplinary connections facilitates the lives of the XXIst century scholars. Looking for the name for the journal, the editorial board reflected on the fact that eternal and ancient archetypes are still powerful in people’s consciousness. As we know, the ancient Greek goddess Astraea, the astral daughter of Zeus and Themis, ruled in the happy time of the Golden Age, which is known as the happiest period in human history. We suggest creating a modern golden age and a happy time in education and science on the pages of our journal, making present-day scientific interpretations the golden lines of the XXIst century. Reflecting on the language of the journal, the editorial board decided on English, which is explained by interethnic dialogue. However, in our opinion, it is very important to use other languages of different nationalities. For this purpose, we suggest that the authors of the articles in the English version optionally add versions in the national languages (Ukrainian, Chinese, French, Spanish, German), because all languages have the right to exist. Apart from scientific articles the journal also offers the section “Modern Fiction”.



Yours sincerely, Editors
*Ivan Prokopenko, Yuriy Boychuk, Svitlana Kryvoruchko,
Ilona Kostikova.*

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USING LANGUAGE GAMES AT ENGLISH LESSONS IN IRAQ

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MUQDAD AL-KARAWI

Master of Art, English teacher, *Al-Nasser School*, Diyala City, Iraq
32001, Baqubah, *Al-Nasser School*, Diyala, Iraq
E-mail: muqdad_master1980@yahoo.com
<https://orcid.org/0000-0003-4484-2464>

ABSTRACT

This study assumes that the use of language games in the classrooms, especially at the primary level, impacts the learning process of pupils positively and makes the learning of a foreign language fun-filled and enjoyable. Games provide ample scope for interaction between pupils and teachers in Iraqi experience.

Games help to get rid of the monotony of learning topics in a foreign language like vocabulary and grammar, particularly in the primary section. Games can be used for a number of purposes. They initiate communication among pupils. They require the pupils to understand and follow the instructions of the teacher and to react to them verbally or in action. Games involve interaction between pupils and teachers. Both teachers and pupils can initiate talk and respond in turns. Oral communication is considered to be a weak area for learners of English as a foreign language (EFL). In order to develop communications skills, there is a need to provide opportunities to pupils to communicate and interact with each other. While pupils are engaged in play, they use language without being conscious or worried about committing errors. Hence, they get plenty of opportunity for using language in real life situations. The rules and process of the game is their chief concern and language use and learning become incidental.

This study aims to investigate the impact of language games on English language acquisition. The assumption is that pupils benefit due to games and enjoy foreign language learning instead of taking it as a dull, meaningless activity. They are fully engaged in the game and consequently, fully involved in the process of language

learning actively. Different games are offered in the paper. Pupils playing games perform far better. Moreover, they enjoy language learning and prefer continue use of games. Planning, devising, selecting appropriate games are challenging for teachers. Pupils certainly benefit from the games, they enjoy the classes and show interests.

Games encourage pupils to interact meaningfully. There is greater freedom in the games class. The relationship between teachers and pupils is closer in the games class. Pupils in the games class are actively involved in learning. They use the target language meaningfully. They support each other during the games, they do not totally depend upon teachers but learn to support each other and work independently. There is more interaction between pupils and between teacher and pupils in the games class.

Key words: language game, English, classroom, lesson, primary school, Iraqi experience

АНОТАЦІЯ

Використання мовних ігор на уроках англійської мови в Іраку

У дослідженні осмислене концептуальне використання мовних ігор на занятті англійською мовою, особливо в початковій школі, що позитивно впливає на процес навчання учнів та робить її вивчення цікавим та приємним. Ігри дають широкі можливості для взаємодії між учнями та вчителями, про що свідчить досвід їхнього використання в Іраку.

Ігри допомагають позбутися монотонності вивчення будь-якої тем з англійської мови, як лексичного, так і граматичного матеріалу, особливо в молодших класах. Ігри можна використовувати для різних цілей. Вони сприяють спілкуванню учнів. Ігри допомагають учням розуміти та виконувати завдання вчителя, реагувати на них усно або через іншу діяльність. Ігри передбачають інтерактивну взаємодію учнів та вчителів. І вчителі, і учні можуть ініціювати комунікацію, розмову, відповідати по черзі. Усне спілкування традиційно вважається слабким місцем учнів, які вивчають англійську як іноземну. Для розвитку навичок спілкування необхідно забезпечити учням можливості спілкуватися та взаємодіяти одне з одним за допомогою гри. Поки учні захоплені грою, вони використовують англійську мову спонтанно, не турбуючись про власні помилки. Таким чином, вони отримують багато можливостей для використання англійської мови в реальних життєвих ситуаціях. Правила та процес гри є основним завданням при використанні гри, користування мовою у навчанні стає спонтанним.

Метою дослідження є дослідити вплив мовних ігор. Припущення полягає в тому, що школярі отримують користь завдяки іграм і насолоджуються вивченням англійської мови, а не сприймають навчання як нудну, безглузду діяльність. Учні повністю захоплюються грою і, отже, активно включаються в процес вивчення мови. У роботі пропонуються різні ігри. Учні, які грають в

ігри, навчаються набагато краще. Більше того, вони насолоджуються вивченням мови і завжди висловлюють бажання використовувати ігри. Планування, розробка, вибір відповідних ігор є складним завданням для вчителя. Учні, безумовно, отримують задоволення від ігор, вони насолоджуються уроками та проявляють власні інтереси.

Ігри спонукають учнів до змістовної взаємодії. У класі, в якому використовуються ігри, більше свободи. Відносини між вчителями та учнями більше щирі. Учні активно беруть участь у навчанні. Вони цілеспрямовано використовують англійську мову. Вони підтримують одне одного під час гри, виявляють самостійність, незалежність від вчителя при реалізації гри, вчаться підтримувати одне одного та працювати самостійно. У процесі гри спостерігається більше взаємодії між самими учнями і між вчителем та учнями.

Ключові слова: мовна гра, англійська мова, клас, урок, початкова школа, іракський досвід.

INTRODUCTION

Background of the Study.

The overall aim of education is to develop in students various life skills and give them knowledge that will make them responsible, independent and worthy citizens. The educational process begins at home. Children handle toys, help their parents, watch and listen to elders and through these incidents they acquire a certain degree of skills and gain some knowledge. Thus, it can be said that some learning takes place. This learning is neither intended nor deliberate. It happens naturally and unconsciously. This is called incidental learning. Children are not even aware that they are learning something. Hence, it does not create any burden on their minds. It is natural, wishful and part of living. Hence, it is enjoyable, satisfying and often fun-filled. Children in the age-group 5 to 12 years are very active, curious and thirsty for knowledge. They have tremendous grasping power. Every activity, every incident is a learning opportunity for small children. If this fact is taken as a base, one can create numerous deliberate learning opportunities for them. The reason for planning and providing opportunities is that incidental learning is not within control. Children are likely to acquire undesirable skills and acquire incorrect, incomplete knowledge which may be harmful to them.

Just as children learn from life situations, they learn from games and activities. Various social skills are inculcated through games. Learning through games is stress-free, unconscious, incidental, fun-filled and enjoyable. When children come together and play together, there is mental and physical involvement on their part. More important is their social involvement which demands interaction and communication. Communication takes place through language. Language is a medium for socialization. At the same time, the process of socialization creates an environment for language acquisition. Language is a social behaviour. So, it can be

concluded that language can be acquired through games. The first language or mother tongue is mostly learnt incidentally through games and other activities that children are engaged in. The researcher thought that if similar language learning situations based on games are created for second language (SL), second language learning can be made stress-free, enjoyable, incidental, fun filled and engaging for children at the primary level.

English as an international language has now been accepted by almost all nations across the world, including the most adamant ones. The language is well established as a language of business, commerce and trade and those who wish to thrive in the global competition are compelled to accept it whether they like it or not. No doubt the teaching of English as a foreign language has led to a great deal of academic research and discussion (Scott, & Ytrberg, 2001; Brewster, Ellis, & Girard, 2004). In order to ensure that children of the next generation do not lag in success merely because they do not know English, schools in non-English speaking countries have started giving education through English as a medium of instruction for all school subjects. Volumes of books are written; abundant research and experiments are conducted and the process continues with an aim to find a suitable method to teach English to EFL students. Till date, nobody has arrived at a satisfactory solution to the problems of English language teaching. Nor do we observe a satisfaction on part of students of EFL anywhere in the world, who honestly admit that they were taught English in the best way and do not encounter any problems with the language.

In many countries, the study of English starts from the pre-primary level so that children learn it at an early age, learning becomes natural to some extent, there is no apprehension about the new language and children do not become conscious regarding errors. It leads to a considerable degree of confidence on the part of learners.

Traditionally, English was taught through content. English literary pieces like essays, short stories and poems were selected and compiled in the form of a text book. Questions and exercises at the end were based on the selections to test the comprehension of students and to bring to their notice the important linguistic elements embedded in the content. Focus was almost equal on both aspects: language and literary sense. However, with passing years, it was realized that the purpose of learning English was to enable individuals to gain proficiency for business purposes and for oral and written communication. Achieving this objective through literature is a lengthy process; hence a more functional syllabus is preferred which caters to the practical needs of students. This idea was welcomed by learners initially and continues to do so. However, over a period it was realized that dealing with a purely linguistic syllabus becomes a dull and mechanical activity. Students, especially at the elementary level, find it meaningless.

Attempts have been made throughout history to make second language learning interesting, meaningful and fruitful especially in non-English speaking countries like Iraq, Iran, Japan, India and there are many more on the list. One must not

forget that the attitude of an individual towards a language depends upon the way he/she learns the language. If the early experience of second language learning is unpleasant, the students are likely to develop a permanent dislike for the language. Hence care must be taken at the primary level to make language learning as enjoyable as possible. Various methods and techniques have been developed to make the learning of English both fruitful and engaging. Methods and techniques change with changing age-groups.

There are many factors involved in English language teaching (ELT) in countries where English is not the mother tongue or first language, including Iraq. The government policies play an important role in the process. When the government supports the study of English, accepting it as inevitable and necessary for the progress of the nation, English finds its due place in the curriculum. Support is then provided by the government in various forms like providing material, technical support, training, library facilities etc. The schools and colleges at their own level also strive to promote ELT in every possible way.

The need for learning English as an international language for almost all things like business, education, social media etc is constantly increasing. The local languages used in Iraq are far different from English in every respect like sound system and sentence structure. The greater the differences in languages, the more difficult it is to transfer knowledge of one language to acquisition of the other. On the contrary, prior knowledge of a language causes interference in acquisition of a new language. These are common difficulties encountered by most people all over the world who learn English as a second or foreign language. Yet, nowadays, the established need for knowledge of English cannot be ignored. This has led to a body of research on second language teaching and learning. This fact gives rise to several issues like the specific reason for learning English, the age group of learners, available resources, preparation of teaching-learning material, and training of teachers and so on. The same material, the same methods cannot be suitable universally. Age of learners is also an important factor. Adult learners are self-motivated unlike young children. At the primary stage, children do not understand the importance of learning English as a second language. Struggling with new words and sentence patterns or sounds becomes a burden to them. They are likely to develop an aversion towards English and avoid it. If one waits for them to grow up and understand its importance, it becomes too late. The earlier one begins to learn a language the better the results are. The critical period hypothesis says that there is a period of growth in which full native competence is possible when acquiring a language. This period is from early childhood to adolescence. The critical period hypothesis has implications for teachers and learning programmes, but it is not universally accepted. The critical period hypothesis (CPH) claims that an optimal period for language acquisition ends at puberty (Lenneberg, 1967). That is why English is included as a school subject right from the pre-primary stage in most schools over the world, including Iraq. Entire education through English as the medium of

instruction is another preferred option. In both cases, learning a foreign language in a formal school environment becomes meaningless, stressful and burdensome to small children.

This is precisely the thought behind this research which attempts to investigate the impact of use of language games in a fourth level classroom to students in Iraq whose native language is not English.

AIM OF THE ARTICLE

The aim of the paper is to survey briefly the current educational scenario of teaching English in Iraq. The tasks are to show the nature of the curriculum, the status of English in the curriculum and a comparison of the old and new teaching methods employed for teaching English as a foreign language in Iraq, the significance of the study and theoretical background and examples of actual language games for teaching grammar, vocabulary and language skills.

METHODOLOGY

Methods of analysis, classification, and comparative analysis were used.

RESULTS AND DISCUSSION

1.1 Teaching English in Iraq

In Iraq, education is strictly under the control of the Iraqi government and is managed by Iraqi Ministry of Education. Education is free from primary level to doctorate level. There are private educational institutes, but they are very expensive. Education is given in both Arabic and English. Pre-primary education lasts until the child is 4-5 years old. Children are admitted in primary school on completing 6 years.

The educational system developed in Iraq during the British times, and it made extremely slow progress. The national government was formed under the British mandate in 1921, yet, education made little progress after that. Yet, it was a significant starting point and the British played an important role in shaping the current system of education.

Initially, English was restricted to towns for fear that it may lead to discontent if taught in every public school. English was introduced in the first year of primary school, but later taught in the fifth year of primary school, thus reducing English education by 4 years. Instead of teaching it as a second language it was taught as a foreign language. After the Revolution in 1958, the government adopted a more open educational policy at all levels.

Education is taken very seriously in Iraq in modern times. Primary education is free and compulsory. There is no selection process at any level. The Ministry of Education provides teacher training books and conducts a national level examination at the end of primary education level.

1.1.1. A Historical review

English was first taught in Iraq in state schools in 1873 in a few schools in major cities. After the First World War, during the expansion of primary education, English was begun to be taught in towns starting from first primary stage. Later, it

began to be taught from the fifth primary stage. Initially it was taught as a second language but later it was referred to as a foreign language. It followed the grammar translation method and the focus was on the written form. First, pronunciation and communications skills were neglected. Readymade materials like essays and letters were provided to the students and there was little scope for creativity. The teacher played a vital role and there was minimum involvement of students; they were mostly engaged in writing examinations. The material was imported from Egypt. The content in the books was the answer to ‘What to teach?’ There was no reference to ‘How to teach?’ The books contained reading texts, thus giving more importance to reading and writing. Listening and speaking skills were not given due importance. Most of the teaching material was prepared by the teachers so it was considered to be their property and the Ministry of Al-Maarif had no right to change it (Abdul-Kareem, 2009, p. 8). As a reaction to this condition, the Foreign Languages Department was established at the Higher Teacher’s Training College in Baghdad in the early 20th century. This paved the way for change in teaching of English in Iraq.

Teaching of English was started at the intermediate stage instead of the primary stage. This pattern continues till today. The series of books prescribed were The Oxford English Course for Iraq; gradually they were replaced by New English Course for Iraq. The latter series was written by Iraqi authors. The English courses in Iraq were thus nationalized and the Ministry of Education formed a committee to formulate the objectives of English teaching in Iraq. Since these books were prepared locally, the Ministry of Education held the rights to change them or modify them. (Abdul-Kareem, 2009, p. 7). In the last phase of development, the Kurdistan Regional Government took firm steps and in 2007, a complete English course called ‘Sunrise’ was incorporated in the curriculum. Iraq responded positively and actively to the demand of communication skills in English which has been accepted as the language for business, trade and education internationally. The new course gives equal importance to all four language skills: listening, speaking, reading and writing.

Language learning is different from language use. Learning takes place in many ways. Experience plays an important role in the process of learning a language. In Iraq, the chief source of English language was the English text books prepared by the government. The students use textbooks prepared and prescribed by the Ministry of Education for all levels. English is given due importance at the secondary level; consequently, less attention is given at the primary level. The text books were imported from Egypt. The grammar – translation method was used in the classrooms. In 1932, an American educational committee visited Iraq and it recommended the improvement of English language teaching in Iraq using better textbooks, and the recruiting of qualified teachers. In 1933-34 new text books were imported from Britain. Unfortunately, they were discarded within a year because

they were prepared specifically for British children, based on their native culture, tradition and vocabulary. Hence new modified books were introduced in 1935.

In accordance with the 1970 Committee's recommendations, a series of "The New English Course for Iraq" was produced and it was used in 1973. The first two texts, books 1 and 2, accompanied by Teacher's guides were designed and written for the fifth and sixth grades of primary schools for children whose ages ranged from ten to twelve years:

The writers of the texts have adopted the structural approach, which is thought to be the best method to ensure presentation and adequate choral repetition for many children. This series was introduced in 1981. The textbook VIII for the class 6th secondary level which is recently in use in Iraq, was the last textbook of this series.

1.1.2. Teaching Methods in Iraq: Old and New

The first ever method used for teaching English in Iraq was the Grammar-Translation Method. The syllabus was difficult even for teachers, so they had to depend upon readymade hand-outs. Teachers played the major role and used conventional methods like chalk and blackboard. The number of students in every class was huge. The environment was not appropriate for learning, especially language learning. Most of the teaching was exam oriented. The teachers themselves were not competent and could not speak fluently in English. Teachers dominated the classrooms and maintained complete control. They decided what to teach, how to teach, when to teach and so on. The classroom atmosphere was strictly disciplined. Pupils had little freedom and were so scared and had so little confidence that they rarely dared to ask questions. Punishment was severe. Pupils got little or no opportunity to use English as a target language. The teachers explained the meanings of words in the mother tongue (MT). They gave instructions in English and repeated them in the MT. Even in English classes, the MT was used to a great extent. Pupils invariably used the MT. They mostly repeated in chorus what the teachers said and rote learning of spelling and meaning was the system.

In recent times, with changes in the curriculum, there were changes in the methods of teaching. The students have started participating in classroom activities. The teacher-student ratio is controlled. Teachers have started using technology for teaching English. Students are at the centre and not teachers. One major problem, however, was the lack of training courses for English as a Foreign Language (EFL) teachers. M. Amin (2017) has noted that the courses conducted for teachers were not successful. The current English curriculum in Iraq is good enough to fulfil the demands of Iraqi EFL learners. There are slight differences in teaching English as a first language, second language, foreign language and English for specific purposes. Methods have to be changed according to the needs and teachers are gradually gaining awareness about these facts. More efforts are needed for effective teacher training courses, workshops and seminars and action research for discovering new innovative methods for EFL teaching-learning to make it more fruitful. This study is a modest step in the same direction.

1.1.3. Status of English in the Iraqi curriculum

In Iraq, the national language is Arabic since it is the language of Islam. English is studied as a foreign language. There is a difference between the two. A foreign language is a means to understanding the culture of another community unlike a second language which is used as an alternate means to express one's own culture. According to G. Ellis (1996), EFL is a part of the school curriculum, and therefore subject to contextual factors such as support from principal and the local community, government policy etc. A foreign language cannot be placed parallel to the user's language. Generally, people do not use a foreign language for creative purposes. There are some linguistic minorities in Iraq like the Turks and Kurds, but they all use Arabic. In Iraq, the study of English begins at the primary level and continues till post-graduation level. Although all four language skills are taught, there is no specific requirement for Iraqis to use English. English is taught as a compulsory subject in schools for 8 years. The course is general in nature. The core basics are taught initially and later, the content is modified according to the stream chosen by the students for higher education. English is the language of science and technology; hence, students feel that there is a need to know English in order to study these subjects.

The situation as it exists in Iraq is not uncommon; similar conditions are observed in almost every country where English is not a native language. Hence, teaching of English as a second or foreign language has gained much attention in recent decades. Research activities have increased in EFL and ELT especially in the countries in which the problem is experienced intensely. Problems of learners are best understood by natives of the land. Hence, research conducted by natives proves to make valuable contribution to EFL. These upcoming researchers get the benefit of resources like new theories in language learning and teaching, progress in technology, changing perspectives, revised approaches and methods and research activities in advanced nations. In modern times, the focus has shifted from teacher to learner. The role of the teachers has also undergone a change. Teachers are no longer expected to teach. They must play the role of facilitators and allow learning to take place on the part of learners.

Besides books or printed material that was the only sources available for language study, several audio video aids are available in plenty. These are more appealing and create a deeper impact on students. Readymade teaching aids are available in the markets which are attractive and durable. Language learning software is also very useful. As trends are changing, needs change. Language learning and teaching must change accordingly.

In this changing scenario of globalization, students have access to internet and knowledge on every subject. It is difficult to retain their interest in the classrooms that offer dull and dry lectures in grammar and vocabulary. Even before gaining the maturity of understanding how one can benefit from technology, they have mastered the technique of technology.

There is a need to think of ways to engage the modern students in language lessons. At the primary level, they learn English because it is compulsory. They are not old enough to realize its value. English is imposed upon them. Retaining their interest in something that is beyond their experience is difficult.

New strategies must be employed in primary classrooms that would make EFL learning a meaningful, interesting and enjoyable activity for students. What students love best is games and play. The researcher thought it would be worthy to exploit this tendency of the students constructively and use it as a means for teaching English as a foreign language in the classroom.

In current times, education has become learners centred. Students are no longer passive learners. In this context, it can be said that the best way to keep children active mentally and physically is to introduce games in the language classroom.

1.2. Significance of the Study

English is not the native language in Iraq; yet one must admit the need to learn it in the present scenario of globalization. There is a vast difference in Arabic, the local language in Iraq on the one hand and English on the other. The sound system is different, the script is different, and the sentence structures are different. This makes it difficult for Iraqi students to learn English and use it for communicative purposes. According to Krashen's Critical Age Hypothesis, the earlier one begins to learn a language, the better. English is introduced in Iraq at the primary stage. The aim is to familiarize children at a young age to a new language so that they acquire it easily. A lot of research has been conducted on second language teaching particularly in English because since it has been accepted as an international language, it must be taught in hundreds of countries where it is a no-native language. Yet, no method has emerged as a reliable, effective and all-purpose method that has fulfilled the needs of all aspirants who wish to learn English for several purposes.

Researchers all over the world continue to carry out experiments and find out methods of teaching-learning English to suit the needs of learners. In many countries including Iraq, English is a medium of instruction for all subjects in school. Yet, one cannot ignore that age is an important factor in language learning. It is only at a later stage in life; after a certain degree of maturity is reached that people understand the need and importance of learning English. Although they are motivated to do so from within, it is rather late for learning a new language and they must put in a lot of efforts especially for developing communication skills in English. Regarding Krashen's theory of Critical Age Hypothesis, it is advisable to begin at an early age; however, young learners are not aware of the importance of English at that age and often find it a burden. At the primary level, many children are yet in the process of acquiring the first language or their mother tongue.

When a second language is introduced simultaneously, it poses several problems. Language, unlike other school subjects, is a skill-based subject. Language is learnt through imitation. Children in Iraq are not given enough exposure to English hence

they do not have much scope for imitation. Moreover, the model provided for imitation must be correct and standard. Due to lack of competent teachers, one cannot be sure that standard and correct English is available for imitation. Errors made by teachers and instructors are thus perpetuated, bringing down the overall quality of English.

Exposure to language provides language input which is processed in the brain. As a result of this processing, human beings can understand the principles and parameters of a particular language (Chomsky, 1959). As far as English is concerned, there is limited exposure in Iraq; hence, there is insufficient input available for processing. With inadequate input, children are unable to decide the principles and parameters of English and thus find it difficult to learn the language. One must not forget that children in primary schools in Iraq are compelled to bilingualism. They must process the inputs of their mother tongue and English simultaneously.

Linguists generally agree that the first language or mother tongue (MT) is acquired in a natural way. Here, Chomsky differentiates between language acquisition and language learning. While language acquisition is natural, unconscious and motivated by the urge to satisfy basic human needs, language learning is deliberate, purposeful and conscious. This fact is very important in second language learning. The MT is acquired while a SL is learnt. The ideal way would be to create situations in which the second language can also be acquired naturally like the first language.

It must also be remembered that a first language is always first and a second is always second. The moment we talk of second language, we take for granted the knowledge of one language previously known to the learner. At the time of acquiring the first language, the mind is a blank slate; at the time of learning the second language, the knowledge of one language exists in the mind. The learner is bound to compare and contrast the two languages which hamper the natural process of acquiring a language. L. Cameron (2001) and S. House (1997) claim that the first language is bound to influence the learning of a second or foreign language. Considering all the above factors, the researcher concluded that language games would address most of the issues concerned.

1. In accordance with the Critical Age Hypothesis, the study plans an experiment for fourth grade primary level students. The fourth grade particularly marks a transition point from the lower to the upper primary level in the Iraqi educational system. The purpose of English learning may not perhaps succeed in case of very small children, hence the fourth-grade children who are in the last phase of lower primary education are matured enough for the experiment, hence suitable for the study.

2. The idea is to expose children to English. Students involved in games are not only exposed but immersed in real life social situations thus giving both, opportunities for amassing language input and opportunity for using the new language in real life contexts.

3. Playing language games creates an informal environment. It is closer to real life situations, like natural situations in which the MT is acquired.

4. Language learning becomes incidental rather than intentional when it happens through games.

5. Not just children, but people of all age groups generally like to play games. Children enjoy playing games so this tendency can be utilized for introducing English.

6. Games played under the supervision of the teacher or instructor will ensure that ideal, standard and correct input is given to the learners. It will also take care that children do not learn undesirable and anti-social behaviours. The quality of the content provided will be maintained.

7. Games played in a classroom situation affect the atmosphere and promote healthy interaction among participants.

8. Games have rules and specified goals which make them meaningful and challenging.

It is true that several experiments in language games have been carried out in order to teach different language skills at various levels of education. However, this study aims at devising games for Iraqi EFL learners at the fourth primary grade for reasons specified above. This study does not merely intend to prove the impact of use of language games; it has devised special games for fourth grade primary students in Iraq as per their interests. The method is learner-centred. The teacher plays the role of a facilitator. It promotes active learning on the part of students. Hundred per cent participation and involvement of learners is ensured. Hence, the method is in line with modern trends in education where the focus has shifted from teacher to learner, from passive to active learning and from teacher to facilitator.

The researcher has a firm belief that this study will prove to be effective and beneficial to students as well as teachers.

The additional aspect of this study is that it tries to understand the opinion of teachers regarding use of language games for teaching English in primary school in Iraq. The study also tries to identify the disadvantages, drawbacks or limitations of the experiment if any.

Young and old, all people like to play games. Children especially love to play. In case of children playing proves to be a learning experience although learning takes place incidentally. Playing also promotes their growth and development. For example, if kids play in the sand, they experience the touch and feel of sand, understand its texture and its nature and soon discover that they can construct sand castles on the beach. When they play with a ball, the actions of throwing and catching help to develop their muscles and enable motor development. Running, jumping, skipping are all responsible for their physical development. As children grow older, games take the place of play. Play is free, without any specific objectives. On the other hand, games are more organized and systematic. Games have specific goals like catching someone or making someone out or hitting someone with a ball etc. Points

can be assigned to performance in games. Hence a spirit of competition is created. Children try to do their best. When children learn what they have to achieve in a game, they get engaged in the game. Games require interaction and communication hence; they are compelled to use language.

Games provide opportunity for communication and use of language. This is how language develops through games. Games can be played against single opponents or against an opponent team. Team games foster values like team spirit, sharing, cooperation, coordination, thinking about others, predicting, calculations, estimate, problem solving, and socialization and so on. The last one is important because when children play together, they must communicate with each other. This communication takes place in language. It provides children an opportunity to use language in real life situations. They struggle to express themselves in the best way when they are making some point in the game or expressing their opinion.

The researcher felt that using games in EFL classrooms especially in primary classes in Iraq would help to get rid of the existing monotony of traditional teaching methods and provide opportunity to students to use language and communicate in an activity that they enjoy as children. Hence the researcher decided to study the impact of games in EFL classrooms upon the interaction between students and learning on their part.

Several studies have been conducted on the use of games in EFL primary classes. The focus of this study is dual; the primary focus is on the interaction triggered by games among students and the second factor is the extent of learning that takes place through games in primary classes in Iraq. The study is particularly relevant in the Iraqi context where the tedious grammar-translation method was the chief method of teaching English. The ultimate aim is to make language classes livelier and more meaningful for primary students and enable them to master communication skills through fun and enjoyable games. Games bring diversity in teaching methods in order to sustain the interest of students.

The additional value of this study is that it focuses on all the four language skills. Games activities have been specially designed to address all the four language skills. The study gives importance to practicality of games. Hence, the researcher has given a detailed description of selective games that serve the purpose of developing the 4 language skills. Instead of just talking about the advantages of games and their utility in language teaching, the researcher has suggested games that can be played in language classrooms in real life situations. The games support the theory discussed.

1.3. Operational Terms

The researcher has used several terms in the study which need to be clearly defined and discussed in detail.

- **Impact:** Impact refers to the extent and way in which learning of English is affected by using language games in the classroom. The students in the control group will be taught using the conventional method, without using games. The

comparison of performances of students in the control group and experimental group will point out the impact of language games in the EFL classroom. The difference in both classrooms and classroom interaction will also be suggestive about the impact of language games.

- **Pupil learning:** Student learning refers to the new skills and knowledge acquired by a pupil either incidentally in an informal situation, unconsciously or consciously through deliberate effort in a formal classroom situation.

- **Games:** According to D. Byrne (1995) a game is a form of play governed by rules. It is a diversion, a break from routine activities and is fun. The rules must be clear and well-defined. The dictionary meaning of 'game' is 'an activity that one engages in for engagement or fun'. A game poses a challenge to achieve an objective and win. Games can be played by single individuals or by teams; there are indoor games or outdoor games.

- **Language games:** Games incorporated with language elements devised and implemented for the purpose of conveying the language elements to learners.

- **Language skills:** The four language skills namely listening, speaking, reading and writing. Generally, researchers target one or maximum two language skills in a study. However, it is indicated in this study that language games can cater to the development of all four language skills. This happens rarely because listening and reading are receptive skills, and speaking and writing are productive skills. Reading and writing are advanced skills; they are man-made and require the knowledge of graphics in addition to listening and speaking.

1.4 Theoretical Background

1.4.1 Language Learning

Learners begin by transferring the sounds and meaning, words order into the learning of the second language. In this process, he experiences obstruction. The learner happens to confuse the grammatical rules of both the languages. He makes efforts to transfer knowledge of one language to the other. When learning a second language, a learner uses this language transfer concept as a strategy to simplify the language learning process. Learners when presenting or expressing their ideas, opinions and statements in the target language, tend to consider and apply the same grammatical structures of their first language; this transferring interferes with the proper application of the grammatical structure of the target language.

Language is a system and it consists of many other systems. There is a system at the level of sounds, words and sentences. The tendency of a second language learner is to impose the systems in the MT upon the target language. The language thus produced can be incorrect, unintelligible and ambiguous.

1.4.2 Socio-cultural theory

The Sociolinguistic theory is concerned with the effect of all aspects of society in the learning process of the target language such as cultural norms, expectations and context on the way language is applied. It also considers the different types of language variation, ethnicity, religion, status, gender, level of language knowledge

and how all these factors have an impact on second language learning process. The Acculturation Model which is a likely reason for the failure of second language competence refers to the process of adjustment to a new culture, on how new language learners acclimatize not only to the target language but also to the culture of that language. This model refers to immigrants that are in second language surroundings, but it could also apply to new language learners and the way it affects them to also acquire a new culture. For some learners the idea of modifying and adding another culture in their life could cause difficulties in their language learning process.

In order to devise ways of teaching language it is first necessary to understand how languages are learnt. Moreover, it is necessary to understand that there is a difference in learning a first language and a second language. At the same time, some linguists like B. Skinner (1957) and R. Lado (1964) are of the opinion that learning first and second languages is similar, that the same process takes place in both cases. Some linguists believe that language learning is an individual matter. Every normal individual is born with a capacity to acquire language. He processes the language input to which he is exposed and can produce that language. Chomsky's views are in line with the cognitive approach (Chomsky, 1959). The second approach to language learning is the socio-cultural approach proposed by L. Vygotsky (1978). L. Vygotsky (1978) believes that socio-cultural aspects may influence cognition at the individual level. Vygotsky was a psychologist and he was the first to propose the socio-cultural theory.

This theory has contributed substantially to classroom interaction. This theory emphasizes the interaction between individual and society which forms the basis for language acquisition. (Wells, & Chang-Wells, 1992). L. Vygotsky (1978) gave much importance to the socio-cultural theory pointing out the role of communication, interaction and instruction in language development. He pointed out that speech is the primary medium of learning. This is supported by Britton's (1970) view that an infant learns by talking and learns to talk by talking. Oyler (1996) argued that by talking, children become producers of knowledge and not just consumers. Vygotsky (1978, p. 53) states that language is a symbolic cultural tool and plays an important role in the cognitive development of children. Speech coupled with practical activity brings about intellectual development (Vygotsky, 1986, pp. 24–27).

Corden (2000) in his book titled "Literacy and Learning through Talk" pointed out the importance of talk in a classroom. Storch (2007) investigated the merits of pair work in ESL classroom and discovered that talk during pair work facilitates learning. To conclude, it can be said that language is a social behaviour. Classroom interaction promotes language learning. If coupled with activities and games, it provides opportunities for cognitive development. Although every individual has the ability to acquire a language, language learning takes place through social interaction. The researcher believes that games create a social language learning environment in a classroom.

1.4.3. The Zone of Proximal Development (ZPD)

Vygotsky (1978) also believed that every individual has a certain level of performance. There is a need to take the individual to the next step, which is what we call development. This task is carried out by the teacher. The teacher facilitates the learner in such a way that the learner reaches the next level of performance, and thus enhancing it. The gap between the actual performance level and the next one is termed as the Zone of Proximal development. Vygotsky has defined it in the following words, “The distance between the actual development level as determined by individual problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (Vygotsky, 1978, p. 86) Peer actions are active during games. Language performance can also improve while interacting with peers during games. Vygotsky rightly pointed out the relationship between socio-cultural and cognitive factors. Vygotsky considers the ZPD as an appropriate starting point for learning. It considers what the child already knows and proceeds to build upon prior knowledge. The support provided for reaching the next level is called scaffolding. Van Lier (1996) argued that this support does not necessarily come from teachers. It can come from adults or peers. The peers may be less capable or more capable. This cannot be ensured in a classroom situation. It does not necessarily facilitate language learning. In an interactive situation, peers share their strengths and weaknesses. However, the researcher thinks that incorrect language input is also valuable. It is part of learning content. Gradually, a learner can differentiate between correct and incorrect language as he begins to process the input and realizes the principles and parameters of that language. This fact rules out any objection to peer interaction in classroom during games. It is in favour of this study. One cannot ensure that standard and or model input will be received by a learner while playing games.

But Chomsky considers all kinds of language input as valuable. It is necessary for language learning. Whatever support is received by learners during interaction that takes place through games proves and a scaffold for reaching the next step. The researcher wants to point out at this point that as far as language learning is concerned, every kind of input is a scaffold and takes the learner to the next stage. This does not hold true for other subjects like social sciences. Hence, language games in primary EFL classrooms can be most successful as scaffolds, as means for bringing about interaction, as a medium for socialization and as a platform for communication.

1.4.4. The Critical Period Hypothesis (CPH)

Second Language (SL) learners who begin to learn the SL at an earlier age outperform those who begin at a later stage (Vanhove, 2013). The CPH is often applied to SL and FL acquisition. It states that susceptibility or sensitivity to language input varies with age. Adult learners are less susceptible to language input. The capacity or ability to learn a language is not affected by age; it is the attitudes,

experiences and maturity that influence language acquisition at an adult stage. Lenneberg marked the critical period from 2 years to puberty (around 14 years). Lenneberg is the father of CPH. Some researchers do not consider any starting age for acquiring a language. It may start at birth. Some others believe that for certain aspects of language like phonetics, it ends earlier than puberty (Vanhove, 2013).

There is no onset age for learning language and that offset for learning phonetics / phonology is one year. Lenneberg's CPH supports Noam Chomsky's concept of the biological basis of language capacities. Chomsky believed that human beings are born with a language acquisition device (LAD) which includes a set of rules called Universal grammar (UG). Hence, people can acquire language at any point in their lifetime if they are exposed to enough and appropriate input. It is on this point that Lenneberg and Chomsky differ in their views. "The one qualification that might be entered with regard to such evidence is that deprivation of language input during the phase in a child's life when cognitive development is at its most intense may have quite general psychological/cognitive effects, and that it may be these general effects that are reflected in later language development rather than effects relating specifically to a critical period for language" (Singleton, 1989, p. 54).

Lenneberg firmly believed that a CP exists in case of language acquisition. To put it in other words, the ability to acquire language is critically linked to age. There is an ideal time-span in which language / languages can be learnt. After this critical period, it is difficult (not impossible) to learn language / languages. During the critical period, native like achievement of grammatical functions is possible. On the basis of the above discussion it can be concluded that birth to 12 years is a sensitive period for learning languages in a native-like way. This is also the period when children engage in constructive games.

1.5. Games for teaching-learning

Young and old all like to play games. Games and play are part of the lives of children and play an important role in their overall development. As children grow up, they continue to play but the nature of games changes. In early childhood children play randomly but around middle school, games take place of play. Games are more organized, systematic and governed by rules. There is a definite goal or challenge to be achieved. In team games, participants are compelled to work together and communicate with each other. Games are played in an informal setting hence children speak without being conscious.

The nature of language classrooms has changed today. In a conventional classroom, students are passive listeners while teachers play an important role. Teaching is limited to disseminating information and students are expected to memorize it. They reproduce from memory what they get from teachers. Nowadays, the teacher's role has changed from teacher to facilitator the facilitator is expected to create a learning environment in the classroom. Children learn independently as per their pace and understanding. They are involved actively in the learning process. Playing

games keeps them active (Sugar, 1998, p. 3). It is necessary to use diverse teaching methods in order to sustain the interest of children and keep them motivated.

The most important reason why people learn a language is to be able to use it real life situations. Games provide real life situations for learners to practice communication skills. In games, learners assume an important role rather than the teacher. Teachers step out of the frontline. This helps to boost the confidence of students (Langran, & Purcell, 1994, p. 12–14). Games expose learners to a variety of language situations feeding them with fresh, new and substantial language input. Learners keep their minds open for language experiences. Experience is strengthened by the emotional involvement of learners because games are associated with feelings like happiness, satisfaction, competition, excitement, amusement and suspense.

While playing games, children react spontaneously to situations without being conscious about commitment of errors. Children open without being shy. The emphasis is not on fluency. The focus is fluency and not grammar (Langran, & Purcell, 1994, p. 12–14). Games can be combined with other teaching methods to create diversity. Many children complained about the lack of diversity and expressed their desire to include more variety, diversity and fun in the learning process.

Finally, it can be said that many changes are taking place in society. The family structure has changed. Absence of grandparents in most homes has compelled schools to take the responsibility of teaching moral values to children. There are more expectations from school. Parents are busy and have little time to spare for the children. Children also have a fixed schedule in the competitive world in which they have little time for fun and games. Hence, if games are organized in school, they will not miss the fun. Games are preferable to technological devices like mobile phones, tabs and iPads which children find more interesting. Lack of physical movement in children who indulge in digital games and media can lead to serious health problems (Masheder, 1989, p. 3). Children are losing social skills on account of technology (Cole, Cole, & Lightfoot, 2005, p. 536). Team games are a good way of socialization and a platform for developing and practising social skills.

1.5.1. Language Games

Language games in this study refer to indoor or outdoor games and individual or team games but they must be designed to convey some aspect of a language. However, the aim of some language games is merely to provide scope for interaction. Hadfield (1984) distinguished them as linguistic games and communication games. There is a large variety of language games:

1. Find the treasure
2. Miming
3. Role play
4. Guessing games
5. Sorting, arranging and ordering games

6. Matching games
7. Board games like scrabble
8. Jig-saw puzzles
9. Matching games
10. Following instructions

The teacher must select suitable game type depending on the objective of the lesson. A game of hide-and-seek can also prove to be an effective game for bringing about interaction and communication. Different types of games suit different age groups. Team games that pose challenges are often preferred by children because they have an urge to compete and win (Nalasco and Arthur, 1991, p. 76). Repeating language elements of a target language can become dull and mechanical; if the language elements are incorporated in a game, it is repeatedly played and enjoyed by children. A game provides relaxation from serious learning. Real learning takes place in a relaxed atmosphere. When introduced through games, children realize that language is much more than a list of words and rules.

1.5.1.1. Advantages of language games

Language games in a classroom have many advantages. Uberman (1998, p. 20) asserts that 'games encourage, entertain, teach and promote fluency'. Games keep the students engaged and active. Everyone can participate in the games. Games ensure active involvement in the learning process. Games are motivating and fun filled. Games help to create interest in learning. Games provide a natural real-life situation for language learning. Along with interaction and communication, they enable students to build relationships with each other. They accelerate the process of socialization. They break the routine by providing a variety of activities. They provide an opportunity to students to assume roles and responsibilities thus increasing their confidence level. Games are valuable for language learning because they can be modified and adjusted to suit age, level and interests of learners. Games serve as a springboard for serious language work.

1.5.1.2. Selecting Language Games

Teachers have to select games for a language classroom very judiciously. Some games include a lot of fun but are not packed with enough language elements. The aim is to convey language elements and bring about language learning on the part of students. Hence, games that provide mere fun should be avoided. A good game is one that balances fun, challenge and learning (Sugar, 1998). All games are not suitable for a classroom environment. Moreover, all games do not suit all age groups. Games utilized in a classroom for educational purposes must not lead to unhealthy competition, rivalry or too much excitement. A game that can be perfect for one group of students may be terrible for another.

Games must be properly implemented in the class with strict monitoring by the teacher. Rules must be made clear in the beginning. Any issues that may arise must be solved immediately. The game should not take any turns and end up farcically with ill feelings for each other. The sporting spirit must be maintained till the end.

The teacher must make sure that the objectives of playing the game are fulfilled. It should not prove to be a waste of time and energy.

After the game is played, the teacher can discuss it with the students as a kind of evaluation of the activity. This will help to modify any step in the game to make it a better experience the next time (Langran, & Purcell, 1994, p. 15–19).

There can be problems in conducting language games in large classes. Every student may not get a chance to participate. Availability of space and classroom management is other problems. Sometimes, learners use their MT while playing and this may hamper learning the new language (Brumfit et al, 1991). At the same time, some socio-cultural researchers like Anton and Dicamilla (1999) argue that use of MT supports the learning of a new language. Cook (2001) claimed that MT can be used for managing the class. According to Langran and Purcell (1994), choosing appropriate language games, managing the class and conducting the games successfully can be challenging to inexperienced teachers. A teacher may set a particular task with some intention but students may use some other simple strategy to perform the task in a way that does not fulfil the intended objective. Most people believe that language games are to be played outside the educational set up. There is a need to convince parents and people in general that language games can be used for teaching as an effective method in the classroom setting.

1.5.1.3. Game Categories

Games can be categorized in number of ways. Games can be played by single individuals. Games can be played in pairs or in groups. In individual games, the task is to be completed by each individual independently. The judgment usually depends upon the time in which the task is completed. The same technique applies to pairs, with the difference that students work in pairs instead of alone. In group games, the task is assigned to an entire group. In team games, two or more teams are set against each other. Games can also be classified as competitive games and co-operative games. The latter promote cooperation among participants to complete a task while the former pose a challenge that motivates the participants to excel and put up their best efforts. In cooperative games, the concern is not whether one wins or loses but it is the learning process (Mashed, 1989, p. 1).

Games are divided into the following categories: introduction games, group games, physical games, word games, story games, question games, scavenger hunt games etc.

Language games can be categorized according to the language skill that they focus on. There are listening games, speaking games, reading games and writing games. Games can be devised for specific purposes like grammar games and vocabulary games. Language games can be simple paper and pencil games or team games that involve a lot of physical movement and activity.

1.6. Games for language learning

1.6.1. Vocabulary games

a) There are some pairs of words that always go together or example, 'cup and saucer' or 'shoes and socks'. The teacher prepares paper chits equal to the number of students in the class. The teacher writes one word in each pair of words on each chit. The chits are randomly distributed to the students. Each student goes around finding the student who has got the chit with the appropriate word that goes with the word on his chit. Then the students read out the pairs of words aloud so that all the students understand the pairs of words that go together. The same game can be played for collocation of words.

b) The teacher assigns the roles of kitchen, drawing room, bedroom, garden etc. to different students. They wear placates in their neck so that others know what their role is. Each of the remaining students in the class gets a chit with a word written on it for example, chair or spoon. Each student reads the word and goes and stands behind the student wearing the concerned placate. For example, the student who gets the chit for 'spoon' will stand behind 'kitchen' and so on. Then each student in each line reads out the word on the chit. This enables all the children to know what is kept in each room or part of the house. This is an interesting way to enrich vocabulary. There is another way of playing this game. It is called 'mail game'. The teacher prepares the mail or envelopes. Each envelop is labelled with words like kitchen, bedroom etc. The names of things found in different parts of a house are written on pieces of paper and distributed to the participants. The participants put the piece of paper in the appropriate envelop.

c) One student opens a chit and enacts before the others some actions that should lead the others to guess the correct word. This game can be played by dividing the class into groups, setting a time limit for guessing each word and allotting marks to each group for the correct responses. This can be played as a competitive game between groups rather than on individual basis. Students should be allowed to discuss with their group members before they respond.

d) There are some paper and pencil games for individual play like filling in the missing letters, correcting mis-spelt words or making meaningful words from a given big word or from a set of letters provided. Word puzzles with clues also keep students engaged and they help to develop the vocabulary of students.

e) This game is called "Who am I?" Students are divided into two groups. One student from a group comes forward and enacts a profession. Students from the other group guess the name of the profession. They can be given limited number of chances or limited time. The groups take turns for asking questions and guessing answers. The group that has more guesses wins.

f) The teacher throws a pen and says a word. Any student who manages to catch the pen says a word starting with the last letter of the word said by the teacher. The student throws the pen and the next student who catches it begins a word with the last letter of the word said by the previous student and so on.

g) Finding the partner: The teacher prepares a set of chits and one word is written on each chit. There is another set of chits on which the collocations of the words in the first list are written. The chits are randomly distributed among the pupils. They are given a time limit within which they have to find the correct partner. Then both partners read out the word on their chit. This game is part of the current study.

1.6.2. Listening games

a) A very commonly played listening game is ‘Simon says... .’ The teacher gives some instructions one after another and begins every instruction with the words ‘Simon says’. The students follow the instructions and act accordingly. They are supposed to follow only those instructions that start with ‘Simon says’. Once in a while, the teacher should give the instruction without beginning with ‘Simon says’. Students who still follow the instructions are out of the game.

b) A similar kind of game is ‘Walking the line’. The teacher gives the instructions in the target language. Students stand in a line and follow the instructions. For example, the teacher would say, “walk backwards’ and the students listen and walk backwards. These listening games are in accordance with the method called Total Physical Response (TPR). The students listen to language. It becomes their input through exposure in a real-life setting. They get sufficient time to listen and understand a language before they attempt to produce it. By the time they are prepared to use it, they are quite confident (Freeman, 2000, p. 108–111).

c) Agree / Disagree: The teacher makes some statements on controversial issues deliberately using lengthy sentences and complex structures. Students listen carefully. The teacher asks how many agree to the statements and how many don’t. The students have to answer within a minute. Then the teacher asks some students to justify their answer in brief. This game is part of the experiment.

d) Two Truths, One Lie

Each student should write three facts about themselves on a piece of paper. Two of the facts should be the truth, and one should be a lie. Students read aloud the facts, and give the other students a chance to question them and decide which statement is a lie.

1.6.3. Communication games

a) Treasure Hunt: This is a very interesting game enjoyed by young and old alike. The teacher shows an object to all the participants and then hides it. The students have to find it with the help of clues provided by the teacher. The clues are given in the target language. Some clues are oral and some are written. Students discuss among themselves, analyse the clues, brainstorm and find the hidden object. It includes thinking and problem solving. This game gives plenty of opportunities for communication. The game is so engaging that students are encouraged to speak or respond without bothering about errors or without

becoming conscious. Occasionally, the peers correct them or teachers may correct them if it hampers the game.

b) Dictation partners: In this game students make pairs. They have to sit far from each other anywhere in the classroom. One student from each pair utters a word or sentence. His partner has to concentrate and listen to him in spite of the din and write down the words or sentences. They can take turns at dictating and taking down dictations.

c) Who is telling the truth? Each student writes 3 facts about himself / herself which nobody else knows about. The students write their names on the chits and submit them to the teacher. The teacher calls 3 students to the front of the class and reads out a fact one at a time. Other students ask questions to the three students and try to guess the facts related to each of them.

d) Secret word: Each student is given a secret word. Each student makes a small speech that contains the word. After one round, they take a second round of giving a speech. This continues till the other students guess the secret word hidden in the speech of each student.

e) **I Have Never...** : All students in the class should start holding five fingers in the air (this number can be adjusted depending on how many students are in the class). The student who begins the activity will tell the class one thing that he/she has NEVER done. The students who have done that activity should put a finger down, and tell the class a story about this activity.

1.6.4. Grammar games

a. Guess the noun: Create a Powerpoint presentation with one noun on each slide. One student sits with his back to the ppt and other students describe the noun to him until he guesses it. Students take turns at describing and guessing.

b. Maximum guesses: Students pick one chit from a pile and each one has a noun written on it. Each student describes the noun and gives clues until somebody guesses it. The student who gives the correct answer gets the chit. The student who collects the maximum number of chits is the winner.

1.6.5. Writing games

There is a general tendency on the part of ESL or EFL learners to avoid writing. Writing skill is the most demanding language skill that requires deep concentration, attention, reflection besides following the rules of writing, being particular about spellings and so on. Written content becomes documentary evidence of performance which creates a fear in the mind of students, so they avoid it unless they are very confident. Yet, writing is an essential skill and cannot be ignored.

Jig-Saw Puzzles:

Participants assemble pieces of a jigsaw puzzle of a world-famous landmark such as the Eiffel Tower, Mt. Fuji the Great Wall, etc).

Then they describe the image in five sentences to complete the task.

This game encourages students' productive skills and elicits their speech fluency. Cross-culture concepts are also addressed. The number, the length, and the patterns

of sentence can vary depending on the students' language ability and linguistic points the instructor would like to reinforce.

What's the Number?

Participants use the four basic operations (addition, subtraction, division and multiplication) to compute a simple mathematical equation provided orally by the instructor.

They call out the correct answer as soon as possible.

This game addresses students' listening skills and tests their understanding of numbers, which is often an important part of language teaching materials.

Story Time

Participants pick and listen to a tape randomly selected containing a spoken excerpt of a well-known children's story, such as the Snow White, the Ginger Bread Man, etc.

After listening to the entire excerpt, competitors correctly identify the title of the story from a provided list.

The recorded stories are all classical bedtime stories for young children and have been translated into most of the major languages worldwide. Students should be familiar with those stories. This game focuses on gist-listening skills. Students only need to catch the key terms to figure out what the story is.

Art Master

The instructor describes a picture orally. Competitors simultaneously recreate the picture on a sheet of paper, correctly including named objects in accurate positions. This game reinforces the use of prepositions, such as to the right of, to the left of, in the middle of, or under, etc. It also reinforces the vocabulary of concrete objects students have already learned before. The complexity of the picture will depend on the level of the students.

What's Cooking?

Participants read a recipe and make the dish.

The amount of ingredients and assembly process must follow exactly the instructions laid out in the recipe. The participants eat the dish they have prepared, all together and as fast as possible, because whoever finishes the five tasks first wins the entire competition.

This game not only reinforces food vocabulary, but it also tests the ability of students to comprehend written instructions. This is also good for introducing cross-culture topics. Recipes may vary depending on what food terms and cultures the teachers wish to cover. Salads and sandwiches are easy-to-prepare recipes. The eating part adds an additional element of fun to the game.

1.7. The most popular games

Game 1: Gesture Game:

Aim: Teaching English alphabet

Materials: One soft ball

Procedure: Children stand in a circle. One child holds the ball and starts saying the letters in the alphabet. He passes the ball after saying 2 or 3 letters and passes the ball to the next pupil. He continues where the previous one stopped and says the next few letters and then passes the ball again to the next pupil. In this way, the pupils say the letters and go on passing the ball until they reach the letter 'z'. The pupil who says the letter 'z' is the winner and gets a prize. He starts the next round. Then they start all over again from a, b, c, d,

Game 2: Vocabulary game

Aim: Revising vocabulary

Materials: Picture cards and word cards, colours, glue etc.

Procedure: Each group prepares 2 sets of cards. One set has words written on them and the other set has pictures that correspond to the words in the other set. This has additional advantages since writing the spellings, discussing the meanings etc. brings about interaction among pupils in the group. They consult each other, check each other or find words and meanings from resources. They share the work of drawing and colouring and writing out the words.

All the groups place their cards upside down on a table. The pupils pick up one card from each set. If the picture happens to match the word, they keep the cards. If not, they place the cards again upside down. The pupil who collects the maximum number of cards is the winner.

Game 3: Action game

Aims: Learning to greet and naming

Materials: a soft ball, a small drum or clapper

Procedure: The first part of this game serves the purpose of modelling while the second part is practice or drilling. The pupils stand in a semi-circle. The teacher goes to each pupil, shakes hands and greets him / her. "Hello, my name is" Followed by the teacher asking "How are you?" and the pupil answering "I'm fine, thank you."

In the next part, the pupils stand in 2 rows facing each other (20 pupils in each row). One pupil begins as he holds the ball in his hand. He introduces himself and throws the ball to any pupil in the opposite row. That pupil responds to him by telling his name etc. and greeting him in an appropriate manner. Then he throws the ball to anyone in the opposite row and greets him. This continues till all pupils get a chance.

Game 4: Spelling game

Aim: To memorize spellings

Materials: A box full of English letters and a chart with various picture pasted on it.

Procedure: Pupils are divided into 8 groups of 5 each. Each group is given a chart of pictures and a box containing English letters. The pupils work together and spell out words and label all the pictures on the chart. This game is also beneficial.

It requires pupils to discuss the names of the words and spell them out, bringing about a great deal of communication.

Game 5: Puzzle

Aim: Learning vocabulary

Procedure: A puzzle is given with vertical and horizontally arranged boxes. Clues to words are given in the form of pictures. The pupils have to spell the names of the given pictures and fit the letters in the appropriate boxes to complete the puzzle. Here, the teacher has to give clear instructions, in the mother tongue if necessary so that pupils can follow them and do the task.

Game 6: Spot the difference

Aim: Revising vocabulary

Materials : Picture cards, notepads

Procedure: Pupils are divided into pairs. Each pair is given 2 pictures. The picture are almost similar but there are some differences. The pupils have to find the differences and note them down on the notepad provided.

Game 7 : Role Play

Aim: Teaching action words (verbs)

Procedure: One pupil stands in the middle of a circle made by other pupils. The pupil in the middle performs some action and the others have to observe, guess and name the action. Sometimes, the teacher dictates which action is to be performed or sometimes, pupils select a card and mime the action mentioned on it.

CONCLUSION

A number of games addressing all four language skills are described in this paper. The games can be played in the same way or the teachers can make minor changes or modifications to suit the purpose. One or more language skills can be covered in the same game. The teacher can implement games depending upon the focus of the skill / skills to be developed through them. Resourceful teachers can take ideas from the above-mentioned games and prepare their own games.

This paper describes the theoretical background, contains a brief historical overview of the educational system in Iraq, the position of English as an EFL in the curriculum and the conventional methods followed for teaching English. The researcher has argued with conviction the use of games for teaching English at the primary level in Iraqi schools.

The paper specifies clearly the meaning and concept of games, language games, their advantages and disadvantages in addition to the description of certain games and how they are played in a classroom setting. The types and categories are also mentioned. Operational definitions of important terms used in the report are included in this paper.

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THE MOTIVE OF «DOPPELGANGER» IN THE
STORY OF WANG WEILIAN[©]

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BALOYAN Marianna

PhD in Philology, Assistant Professor, Lecturer
Department of Foreign Languages,
Changchun University,
Changchun City, Jilin province PRC, China
E-mail: m.ashotovna@mail.ru
<https://orcid.org/0000-0003-3215-2781>

ABSTRACT

The Chinese literature of Modern Times that opened up new horizons by boldly stepping from the extremely politicized depiction of reality, i.e. socio-centric world into the person-centered world, i.e. the world of a person concerned with their inner world, with their own intrinsic anxiety, alienation and fears.

The article considers the creation of Wang Weilian, one of the modern Chinese writers, which was first translated into different languages. The topic of “doppelganger” or dissociation of personality has repeatedly been studied by literature scholars in the works of Western authors, but we are making an attempt to make the first study on this topic in modern Chinese literature. Our attention was drawn to his story ‘Inner Face’ or ‘Inside Face’ or «The other me» (the last translation is mine), where the motive of a «doppelganger» was reflected, topics, which are traditional for Russian literature of the 19-th century, that of Gogol, Dostoevsky, and Western literature of Stevenson, Borges, etc.

Keywords: dissociation of personality, archetypes and symbols, Meletinsky, Western literature, Modern Chinese literature, inner face.

АНОТАЦІЯ

Мотив «двійництва» в оповіданні Вана Вейляня

За останні 30-35 років ставлення до Китаю і його культури у світі значно змінилося, збільшився також інтерес до китайської літератури, як спадкоємниці багатоміжової літератури. З іншого боку, в силу культурно-історичних процесів у Китай складно проникали переклади західної літератури, й лише китайська література «Нового часу» відкрила для себе нові

горизонти, сміливо зробивши крок від вкрай політизованого зображення реальності, світу соціоцентричного до світу персоноцентричного – світу людини, якій властиві тривога, відчуженість, страхи.

Актуальність цього дослідження полягає в необхідності популяризації китайської літератури ХХІ століття, яка відрізняється від попередніх епох. Мета дослідження – продемонструвати трансформування літературного процесу в Китаї на сучасному етапі – тяжіння до Західної літератури ХІХ та ХХ століть, запозичення тем, образів і мотивів письменниками нового покоління.

Тема «двійництва» або дисоціації особистості неодноразово розглядалася літературознавцями в творах західних авторів ХІХ і, головним чином, ХХ століття, нами ж робиться спроба вперше досліджувати цю тему в сучасній китайській літературі, знайти спільні з «західним» «двійництва» елементи. У цьому сенсі нашу увагу привернуло оповідання Вана Вейляня «Інший я». Автор розповідає про одного письменника, який особливо нічим не запам'ятовся, що написав роман «Внутрішнє обличчя», і з самих перших рядків Ван Вейлянь вводить читача в таємничий світ.

Ідея двійництва, дисоціації особистості, як праобразу, архетипу, в літературі, починаючи, головним чином, з М. В. Гоголя, що досягла свого апогею у Ф. М. Достоевського, й у західній літературі, є прогресуючою літературною традицією ХХІ-го століття. Мотив двійництва запозичується також китайською літературою ХХІ століття, літературою молодих письменників, які стоять ближче до західної культури.

Отже, нами зроблена спроба продемонструвати розвиток і зміну літературного процесу в сучасному Китаї, вплив Західної літератури на Новітню китайську літературу, зокрема запозичення мотиву «двійництва» Ваном Вейлянєм.

Ключові слова: китайська новітня література, двійництво, архетип, Юнг, дисоціація особистості, Борхес.

INTRODUCTION

My life is a complete flight and I lose everything and everything turns into oblivion, or into that other one.

Borges

The past 30-35 years have seen a significant shift in attitudes towards China and its culture both in the West and in Russia as well as an increased interest in Chinese literature as the successor to the centuries-old literature that revealed to the world geniuses of thought, such as Confucius, Laozi and poets Li Bai, Du Fu, Wang Wei and many others. The general reader is familiar with the works of only a few writers of the 20th century: Lu Xun, Guo Moruo, Lao She, etc., and at the same time the interest in Chinese in the Russian literature has increased.

It is noteworthy that many works of Soviet literature by such authors as M. Gorky, V. Mayakovsky, A. Tolstoy, M. Sholokhov, N. Ostrovsky, K. Simonov, V. Panova

were translated from Russian into Chinese in the 50s. By the beginning of the 1950s, the military theme dominated in the literature. The attraction of the Chinese mass reader to the adventure literature was satisfied by large and detailed military revolutionary historical novels. There were also works in the genre of the military-partisan novel written in the Europeanized manner.

In the early years of the People's Republic of China (PRC), various aspects of public and private life found their reflection mainly in the short story genre. The greatest circulations had the works by Sun Li, Li Zhun, Wang Wen-shi and others. Most of them are characterized by idealization of reality.

In 1958-1965 a lot of major novels on revolutionary and military-historical themes were published. The Chinese reader loves large-scale narration, so these novels were acknowledged by him.

The literature of the first 17 years of the PRC was periodically shaken by ideological campaigns, which destroyed creativity. The success of a literary work was determined by its correspondence to the current political guidelines. Both writers and readers were accustomed to political slogans as an unavoidable tribute to the circumstances. The publication of the book was defined by its political qualities; popularity, circulation, number of re-editions were provided by the media; the inclusion of the novel in the program of compulsory political studies turned it into a compulsory reading for tens of millions of people and guaranteed millionth circulation. After the beginning of the "cultural revolution" in 1967-1969, not a single work of art by a professional writer was published in the country, not a single literary magazine was issued for a wide range of audiences. Only in 1971 the names of professional writers reappeared in the press. At least 130 books of fiction, characterized by ideological assignment and a complete rejection of the true reproduction of reality, were published or reprinted in 1972. Works of 1972-1976 were not translated into Russian and were soon relegated to oblivion in China itself. Modern Chinese literature is usually called "literature of the new age" and its beginning is marked from 1979. The revival of the literary process started with the accusatory "literature of scars", as it began to be called after the same name novel by the writer Lu Xinhua. It was created on the heels of terrible events and enjoyed unprecedented popularity in the PRC in the late 1970s and early 1980s of the XX century. The Chinese writers soon moved on from the invective denunciation of the ugliness of the "cultural revolution" to the literature of "emancipation of consciousness". In the 80s, the modern Chinese literature in its best examples was actively translated into Russian.

Over time, the memories of the "dark decade" (1966-1976) began to give place to a present-day theme embodied in the "literature of reforms". The way of life changed in connection with the policy of openness and economic reforms, and there has been a shift in public consciousness. On the one hand, the doors were widely opened for the perception of foreign culture and creative experimentation. The number of the translated Soviet and Western literature increased unprecedentedly,

sometimes surpassing the Chinese literature in volume, including the republications of the classics. Soince, on the other hand, the literature has lost its former place in the mass consciousness. Writers began to take a shot at different genres, forms and directions that came to China. There was a division into "pure literature" and "popular literature". The latter is a traditional adventure "knight" novel for teenagers, stories of "beauties" for girls and sentimental female literature about happy marriage.

The social-accusatory theme ceased to be advantageous in the "pure literature" in the late 1980s. In the 1990s, a significant place was taken by works of a psychological plan with an obvious influence of European modernism. First of all, the highly homogeneous literature of the PRC was experiencing the birth of literary schools and groups. The realistic trend remained dominant at the turn of the XXI century, but the social criticism in it was getting weaker. Chinese modernism in both poetry and prose became noticeable in its influence and promoted diversity in literature, though it only enjoyed the attention of a narrow group of intelligentsia. The mass reader is indifferent to it. Some modernists called Wang Meng their leader, but he did not consider himself as such. In the mid-1980s, the movement of "root-seeking literature" came forward (as Xungen Wenxue), which turned away from politics towards national psychology and tends to castigate the disadvantages of the Chinese national character. Finally, Neo-Realism (as Xin Xieshi), or, rather, Neo-Naturalism, is focused on "primitive being": this movement is characterized by redundant details of descriptions. Modern Chinese literature has retained its former theme, but in a transformed form, and become enriched with new themes and genres. Its specificity is defined by the documentary, strengthened the eternal Chinese love towards Russian history.

The literature of the 1990s has become a complete and peculiar phenomenon of Chinese culture, differing in quality characteristics from the "literature of scars" and the "literature of reforms" of the 1980s. Nearby, modernism and realism coexist, freedom of creative search is recognized, foreign literature is fully accepted, and Chinese literature itself has been clearly divided into "popular" and "pure". Thus, the unanimity was replaced by polyphony, and everyone began to acknowledge unanimously the superiority of current pluralism in literature over the former habitual "monolithicity".

If before the main antipodes in the literature were realism and modernism, in the 1990s there was a clear difference between humanistic literature and commercialized literature. Historically, in China writers are divided not so much by literary schools, existing in strongly expressed forms, as by age groups, in which creative trends of their youth are preserved.

The creative writing of young authors is distinguished by individuality. They are called "new generation" (as Xin Dai), "later generation" (as Hou Dai) in China. They are free from the burden of the past and not inclined to look back at the history, fitted well into modern life, strive for direct self-expression, without hindering

themselves with literary sophistication and formal search. The figurative and emotional expressiveness of their works is devoid of historical depth; their favorite theme is the life of a big city.

The Chinese literature began to be strongly influenced by the complex of ideas of postmodernism, arising under the influence of Latin-American writers, and their own literature appeared which is called postmodern. The postmodern fiction combines elite elements and pop culture. Since then, Chinese literature has increasingly been determined by the demands of the consumer society.

At the same time, the PRC literature is increasingly recognized by Chinese authors as a part of world literature; they strive to keep pace with Western writers, borrowing their creative experience. Many young writers and poets in the age of openness not only receive education abroad, but also live there for years. Hence is the influence of the West on the worldview of young Chinese writers. There is a tendency to converge the PRC literature with the foreign Chinese literature. On the one hand, we see the convergence of the Chinese literature to the West literature, and on the other hand, the works of young writers of the late of the XX-XXI centuries are utterly unknown to the reader, although they prove to be highly popular in China. On the other hand, due to the cultural and historical processes, translations of Western literature could hardly penetrate into China.

The relevance of the following study lies in the need to popularize the 21st century Chinese literature, the one, different from the previous eras.

The Chinese literature of Modern Times that opened up new horizons by boldly stepping from the extremely politicized depiction of reality, i.e. sociocentric world into the person-centered world, i.e. the world of a person concerned with their inner world, with their own intrinsic anxiety, alienation and fears.

With regard to the influence of Western literature on the latest Chinese literature, it should be noted that there is no absolute influence; rather it is the combination of the Chinese traditions and coloring of China with the global trends in literature and culture that distinguishes the literature of young writers.

AIM OF THE ARTICLE

The aim of this study is to show the process of transformation of the modern Chinese literature, its relation to the Western literature of the 19th and 20th centuries, revealing the continuity of the latter and the motives of the new generation writers.

METHODOLOGY

The methods of action research, research and development, rhetorical analysis, literary analysis were used.

RESULTS AND DISCUSSION

This tendency is shown in the stories and tales collection entitled Times and Morals (2017) presenting the prose of Guangdong writers and showing the clashes between the old way of life and the challenges of the new times. The Guangdong literature is quite diverse; due to external and internal trade and cultural relations, it has been

influenced by both Chinese and Western literature. The collection includes 15 stories and tales.

Within the frames of the following study the story by Wang Weilian *The Other Me*, which caught our attention by its uniqueness and modernity particularly for Chinese literature, in particular, referring to the topic of doppelganger, is being considered. The author narrates about quite an ordinary writer who wrote a novel entitled *Inner Face* and starting from his very first lines, Wang Weilian introduces the reader into the mysterious world of duality. The translation into English is ours. "My right hand was starting to hate the left one, and the left hand, indeed, hated the right one even more. How tightly this devil has bound me!" (Weilian, 2017). In the story, the reality is coupled with absurdity and the borderline between reality and dream is fading away: "I thought I was dreaming. I touched the pinched wrists - the skin there was burning." The reader finds himself in a kind of a mysterious world, in a "devilry", with emerging shadows of Dostoevsky's Golyadkin, Stevenson's Dr. Hyde and Mr. Jekyll, Borges and Chuck Palahniuk. Hence, we face the picture of «a world turned inside out» (Bakhtin, 1991).

The topic of "doppelganger" or dissociation of personality has repeatedly been studied by literature scholars in the works of Western authors, but we are making an attempt to make the first study on this topic in modern Chinese literature. This article refers to the *Archetype and Symbol* of Jung, the monographs of Meletinsky on "Literature archetypes" and other studies.

The mythologem of a 'doppelganger' represents a constant plot element in the world literature that has been transformed over time but still retains the «primary element»; Y. M. Meletinsky relates the latter to plot archetypes. As is known, the concept of archetypes was introduced in modern science by Jung. Hence, Jung first of all singled out the archetypes of the mother, the child, the shadow, the animus/anima, and the wise old man (wise old woman). The shadow is the unconscious part of the personality remaining beyond the threshold of consciousness, which can also look like a demonic doppelganger. In the light of the above and referring to the Jungian theory of the shadow archetype, now we will try to analyze *The Other Me*, a story by Wang Weilian, and show how the motive of duality and "binarity of the world" mostly inherent in the Russian and Western literature is reflected in the works of modern Chinese writers. The doppelganger, shadow or the «alter ego» as the product of the story hero's consciousness first appears back in his childhood, in his memories dating back 20 years as he was leaving his native village: "I was sitting in the cabin of the truck driver, carrying our belongings, my yard-mates waved to me, and the truck drove off soon. I didn't tell them anything. When the car turned round the corner, I saw that they had already continued playing in the yard, as if nothing had happened. I did not feel any loss then - I did not know such a feeling yet. At that moment, it seemed to me that I was not leaving at all, but staying to play with my friends, and that me who was sitting in

the truck and driving away, was not really me, but someone else, someone completely unknown to me." (Weilian, 2017)

The coexistence of a cultural hero and a trickster in one person or in the form of two brothers is the oldest form of duality. Later forms of duality appeared on this basis, especially widely exploited in the literature of German romanticism (Chamisso, Hoffmann and others). This may also include the Gogol's joke about the nose. Meletinsky considers Gogol's "Nose" a conscious parody to romantic short stories about doppelgangers.

Dostoevsky's "**The Double**", in essence, is somewhat closer to both the romantic motive and the original archetype. First of all, Dostoevsky is not talking about the loss as such, but rather about the unexpected and unwanted acquisition of a doppelganger (a double), showing the "multiplication" of the Golyadkins, and, as a result, the leveling and, only in this sense, the "substitution" and loss of personality. The frightened Golyadkin dreams of "a lot of such", another time he imagines a lot of the Golyadkins. The cabman refuses to carry the "such".

The servant Petrushka says that "good people live without falsity and there is never two of them" (Dostoevsky, 1972). In essence, the same idea of the loss of personality is expressed by Golyadkin's stubborn thought of "substitution". He dreams of "destroying the godless, unauthorized substitution" (Dostoevsky, 1972). He contrasts himself, "the real and innocent Mr. Golyadkin", with another one, "the ugly and fake Mr. Golyadkin" (Dostoevsky, 1972). He wants to save his personality, moving away, having separated from his double: "Either you, or me, but together it's impossible for us" (Dostoevsky, 1972), "he is special, and I am also on my own" (Dostoevsky, 1972). The secret, however, is that the double is essentially not an "addition" to Golyadkin, but its inner generation, the fruit of his consciousness. Golyadkin Junior is his "shadow", and according to Jung, that is a certain subconscious, demonic second "me" (K. G. Jung perceives the images of tricksters as a look of "me", cast into the distant past of collective consciousness, not differentiated yet). Endowed with the features of a mocking and triumphant sly man, Golyadkin Junior is really a bit like a demonic trickster. Dostoevsky's double is a purely personal, psychological creation, especially typical for the "underground man". Golyadkin, with his morbid pride of the "little" man, "rags with ambition" (Dostoevsky, 1972), is undoubtedly the predecessor of the "underground man". It is noteworthy that Golyadkin in every way claims that he has "just a direct and open character and common sense", stays out of "intrigues", walks "without a mask" (Dostoevsky, 1972), and he perceives his subconscious second "I" as a strange, alien, imposed, hostile creature. We should note as well that in Dostoevsky's drafts Golyadkin's dreams of becoming Napoleon, Pericles and others enter a bright sphere of his consciousness (cf. Gogol's Poprishchin, who imagines himself to be a Spanish king; cf. in Dostoevsky's subsequent work Raskolnikov's dreams of being not a "trembling creature", but like Napoleon). Golyadkin himself perceives his dissociation as "witchcraft, and only!" (Dostoevsky, 1972), as a result of the action

of "evil spirits" (Dostoevsky, 1972), while the doctor guesses madness. Therefore, Dostoevsky psychologizes in "The Double" and thus deepens not only the images of Gogol's some characters, but also the original double-natured archetype (cultural hero-trickster) of the first literary and mythological heroes, now receiving illumination from the depths of the soul, still unknown to the literary archaic.

According to Bakhtin's theory, the motive of a doppelganger is coupled with the «carnavalesque» in literature. In this regard, let us recall the meeting of the writer with Liu Dashan in a dilapidated cinema building in an abandoned town and his mysterious appearance out of darkness in the mask of a hare. The mask, Bakhtin says, is the most complex and most significant motive of folk culture. The mask is associated with the joy of change and reincarnation, with cheerful relativity, with the cheerful denial of identity and unambiguity, with the denial of a stupid coincidence with oneself; the mask is associated with transitions, metamorphoses, violations of natural boundaries, with ridicule, with a nickname (instead of a name); the playful origin of life is embodied in the mask, it is based on a very special relationship between reality and an image, typical of the most ancient ceremonial and spectacular forms. Bakhtin considers that it is impossible indeed to exhaust the complicated and ambiguous symbolism of the mask. "In fact even in conditions of ordinary modern life, a mask is always shrouded in a kind of a special atmosphere and is perceived as a particle of some other world. A mask can never become just a thing among other things" (Bakhtin, 1990)

But a careful analysis makes it clear that the cinema is the unconscious state of the hero: "And though my hands were tied, and though I hated that man, even then I could not refuse his offer. I don't know whether my heart was absolutely softened, or I was instigated by an inner temptation, but I stepped over the threshold. Perhaps, due to the fact that the Tsingmachzhen cinema was full of the scraps of my childhood memories, my fear gradually began to disappear." (Weilian, 2017) And Dashan bought back that cinema and now comes here to enjoy solitude; for him, this is a special place existing beyond time. Hence, back in his childhood the hero created in his imagination his alter Ego, a trickster with a disfigured face: "... the skin looked like burnt white sticky rubber, with folds and wrinkles everywhere, but not the same as the old people have – their directions were random, and they cut the face along and across, like the devil has." Note that he has seen Liu Dashan only once; in a crowd of fighting boys at the moment full of extreme excitement, Liu Dashan's demonic face emerges before him. After this incident, he has heard nothing of Liu Dashan. Such appearance of an anti-hero reminds of Tyler Durden in "Fight Club", where Tyler appeared at the very moment of the hero's physical and mental weakness. Just like Palahniuk's Tyler, Wang Weilian's Liu Dashan overcomes his opponents and disappears: And with great strides he disappeared immediately into the crowd. ... In that skirmish, ours won. How exactly we won, I don't know, because at the height of the fight I deserted. In fact, the Ego-hero deserts and the Ego-anti-hero appears.

The trickster, unlike the cultural hero, is in a certain sense asocial and therefore more "personal", but it is negatively presented as a marginal figure, sometimes even contrasting with the race-tribe. It should be noted that the alternative between the two options (trickster - brother and trickster - the second person of a cultural hero) is not accidental at all. The twin myth is used here, and the connection and similarity of the twins leads to their well-known identification (hence all sorts of external *qui pro quo* with twins).

Now let us recall meetings of doppelgangers in the world literature (devil and Ivan Karamazov, Golyadkin senior and Golyadkin junior). And Wang Weilian's story reads as follows: "With a heavy heart, I entered the room and immediately saw that gloomy man. He was wearing a black Sun Yat-sen suit and sitting straight in the chair right in front of me." (Weilian, 2017) Let us call this meeting as Jung would call it 'confrontation' with the Shadow, a meeting with one's dark Ego.

(Jung called a neurosis treatment method 'confrontation': meeting of Ego with the Shadow, i.e. one's own self).

And in his work, Meletinsky notes the appearance of a doppelganger as the antagonism of harmony and chaos, of light and shadow.

In fact, the novel written by the hero of the story also narrates about doppelgangers and women, one of whom is at the peak of her power and the other one is kind and sympathetic, however she lost the ability to express her emotions by facial expression after suffering some disease.

Now let us try to look into the reasons for appearance of a doppelganger. In his *Archetypes and Symbols*, Jung writes as follows: "The one who looks into the mirror of the waters, first of all sees his own reflection. The one who goes to himself takes the risk of meeting himself. The mirror does not flatter; it reflects faithfully the face that we never show the world, hiding it behind the Person, behind the acting mask. The mirror indicates our true face ...the meeting with ourselves is one of the most unpleasant. Usually, everything negative is projected onto others, onto the outside world." (Jung, 1991). Virtually, this makes subject of Dashan's emotional experiences: "I avoid all the things which I can be reflected in – window glasses, showcases, metal things, disks, water surface. If I don't have a chance to avoid this, I just close my eyes. I understand perfectly well that no one, including me, is able to withstand the fear and horror that my mutilated face. I hate my appearance. I feel insanely lonely." (Weilian, 2017)

Hence, Dashan's story about the writer as narrated by him tells us that its hero showed fair academic progress in secondary school and then entered university. His progress at university was also fair and after completing his studies he had hard times finding a job. Once he had a talk with a philosopher, a friend of his, stating that a person's fate was determined by their looks and that with his ordinary face, he was quite unlikely to find a job and he had to do something on his own, for example, to become a writer, and he subsequently did so. In fact, writing is another face. As for his personal life, like Dashan, he had two girlfriends but here again he

was inferior to Liu Dashan. "Your existence was teetering on the verge. You were somehow wandering in life, inhabiting a world of dreams, and you were afraid of everything that could break your fragile reality, like the scalded cat fears cold water," Liu Dashan sums up. The hero's «inconspicuous face» was devoid of any individuality. Now let us refer to Dostoevsky: "I could not become evil or even anything else: neither evil, nor kind, nor scoundrel, nor honest, nor a hero, nor an insect." (Dostoevsky, 1973). This is the very hero needed for the soul to become the arena of struggle between the good and the evil, the universe and the chaos. Certainly, the social environment provides impetus to this struggle giving rise to humiliation, resentment and compensatory dreams.

Next, we will learn the actual story of Liu Dashan who quitted school and left for the city. Unlike the writer and his brother Xiaoshan, he achieved a lot in his life; he became rich and was loved by women but it is of crucial importance that he wore a mask tailored for his brother's face and took it off only at the moments of anger and when going to bed. In fact, Xiaoshan and Dashan also constitute a variety of duality, i.e. the so-called external doppelgangers or twins (Agranovich, and Samorukova relate them to the Russian type of duality). Thus, here we can find two types of duality: antagonist and twins. Xiaoshan and Dashan are tied by kinship; they are identical twins. While they are very different in their looks, they share the same thoughts: «As I look at Xiaoshan, I imagine that he is me, that he is the person I should have become, that he is the person I should have been in real life. But nevertheless, no matter whether I wish so or not, Xiaoshan is Xiaoshan rather than me Dashan.» The availability of common roots, such as kinship, shared childhood and body (like Jekyll and Hyde or like Tyler and Jack), similar social status and age is an essential and integral feature of an antagonistic doppelganger. The writer and Liu Dashan have a shared childhood: they both studied at the same school; they both consider the cinema a place where they can plunge into their childhood and where the external manifestations of success lose their significance: "My face does not exist here, it does not matter here. It was only here I could feel alive, feel full-fledged" and, finally, the common roots, though indirectly: "it was not easy for them (the parents) to grow you up, and you know, you have never sent them money in recent years! It is already two years your father has retired, they are having a rough time. – So you have learnt about my family as well..." (Weilian, 2017); perhaps, Dashan and the writer also share the same body.

The concept of the 'inner face' introduced by the writer is akin to the Jungian theory of the Shadow archetype; no doubt, generally, a person is much less good than he/she thinks himself/herself to be or wishes he/she were. Everyone carries a shadow throughout his/her life, and the less it is embodied in the individual's conscious life, the blacker and denser it is. If we can sense something disgraceful is going on, we always do have a chance to improve. And Wang Weilian's story reads as follows: "this face is much closer to my true nature than what I got when born. ... Sometimes I think that my inner face is the demonic face and that the fire just

helped uncover my true identity". Yet, he is unable to overcome the desire to see himself, if not in a mirror, then in some other person, and who else could be this other person if not the writer?! Dashan is driven by the need to be understood and to get rid of oppressive loneliness and he turns to the writer: «Become me!» It is quite indicative that duality balances on the edge of the funny (*The Nose* by Gogol) and the tragic, on the edge of life and death. Virtually all the literature plots about doppelgangers cover the motive of a genuine (tragic) or imaginary death of one of the heroes. To become Dashan meant to possess the seeming power he possessed as well as his wealth and love of women but all that could be possessed through self-destruction, i.e. acquisition of his face. Hence, we can reveal Palahniuk's idea of self-destruction in Wang Weilian's works: Maybe self-improvement isn't the all, maybe self-destruction is the much more important. (Palahniuk, 2003). In his work, Meletinsky looks into the archetypes and provides a brief overview of some archaic motives to point to the system of two moves, namely action and counteraction: first, falling into the demon's power is followed by salvation therefrom and second, falling of the hero into the demon's power and his fight against his demonic adversaries. But Wang Weilian's works actually lack any fight with the Shadow, i.e. with the demon.

And automatically, one has doubts as to the authenticity of the Ego-hero; in our opinion, we witness some kind of «substitution». The motive of «substitution» entails that of «identification», «recognition» (Meletinsky, 1994), i.e. finding out who the true hero is. After all, which of them is the Ego-hero and which of them is the alter Ego, which of them is the universe and which of them is the chaos? Borges' theory of «experiencing one's own self within the other person» was reflected with the writer in identifying himself with Yan Wang, ruler of the underworld, and Dashan - with the devil, inferior to the ruler. The answer seems ambiguous. "Spinoza thought that all things long to persist in their being; the stone eternally wants to be a stone and the tiger a tiger. I shall remain in Borges, not in myself (if it is true that I am someone)." (Borges, 1989).

CONCLUSION

The idea of duality and disassociation of the personality as a prototype and archetype, that started mostly from Gogol's works in Russian literature and reached its fullest development in Dostoevsky's works and in Western literature, is a literary tradition progressing in the 21st century. As shown in the article, the motive of duality is also borrowed in the Chinese literature of the 21st century. The following statement by Jung seems objective: "... the Western man lives in a dense cloud of incense, which he himself fumes in such a way that he cannot see his own reflection in this smoke." (Borges, 1994).

Thus, we made an attempt to show the influence of Western literature on the Modern Chinese literature particularly the derived motive of «doppelganger» by Wang Weilian, to show the development and changes of literature process in modern China. The latter can serve as an idea for a further study.

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THE DIGITALIZATION OF THE
EDUCATIONAL PROCESS AS A QUALITATIVE
CHARACTERISTIC OF THE
INDIVIDUALIZATION OF A FUTURE
TEACHER OF FOREIGN LANGUAGES'
PROFESSIONAL TRAINING

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CHERNIONKOV Yaroslav

PhD in Education, Associate Professor,
Deputy Dean,
Department of Linguodidactics and Foreign Languages,
Volodymyr Vynnychenko Central Ukrainian State Pedagogical University, Ukraine,
25006, Kropyvnytskyi, Shevchenko Street 1, Ukraine
E-mail: yarcher78professor@gmail.com
<https://orcid.org/0000-0001-6598-1581>

ABSTRACT

This study was conducted to determine, outline the main characteristics, improve psychological-pedagogical basis of the concepts of “individualization”, “individualization of professional training”, “digitalization”, “digitalization of studying foreign languages” at higher educational institutions. The author investigated, analyzed the leading role and conceptual impact of the digital direction of education in the training of future highly qualified professionals in the field of pedagogical education.

It was noted that digital textbooks, exam software, computerized systems for full implementation of educational management processes, educational material platforms and educational support will continue to change the organization of the learning process (eventually facilitating it). In certain areas, this will lead to new knowledge.

“The individualization of professional training of a future foreign language teacher” has been defined as a complex, multidimensional, multicomponent and multilevel concept that we consider from the perspectives of the educational triad: pedagogy, psychology and foreign language. It is characterized by a specially created environment with appropriate conditions and is based on specific approaches.

The author described the “digitalization of teaching foreign languages” as a process of transformation of all the processes of teaching and studying foreign languages into the mainstream of digital implementation of educational processes: e-learning guides, e-educational manuals, e-methods and foreign language learning tools, DVD-materials, audio materials, electronic vocabularies and the creation of a university network in the future.

Key words: digitalization, digitalization of studying foreign languages, electronic means of learning and teaching, future teacher of foreign languages, individualization of the professional training, informatization of the educational process, optimal conditions for student’s development, practical approach.

АНОТАЦІЯ

Діджиталізація освітнього процесу як якісна характеристика індивідуалізації професійної підготовки майбутнього вчителя іноземних мов

Це дослідження проводилось з метою визначення, окреслення основних характеристик, удосконалення психолого-педагогічної основи понять «індивідуалізація», «індивідуалізація професійної підготовки», «діджиталізація», «діджиталізація вивчення іноземних мов» у вищих навчальних закладах. Автор дослідив, проаналізував провідну роль та концептуальний вплив цифрового напрямку освіти на підготовку майбутніх висококваліфікованих фахівців у галузі педагогічної освіти.

Автор охарактеризував "діджиталізацію викладання іноземних мов" як процес перетворення всіх процесів навчання та вивчення іноземних мов на основний потік цифрової реалізації навчальних процесів: посібники з електронного навчання, е-навчальні посібники, е-методи та інструменти для вивчення іноземних мов, DVD-матеріали, аудіоматеріали, електронні словники та створення університетської мережі в майбутньому.

«Індивідуалізація професійної підготовки майбутнього вчителя іноземної мови» була визначена як складна, багатовимірна, багатокomпонентна та багаторівнева концепція, яку ми розглядаємо з позицій освітньої тріади: педагогіка, психологія та іноземна мова. Вона характеризується спеціально створеним середовищем з відповідними умовами і базується на конкретних підходах.

Ключові слова: діджиталізація, діджиталізація вивчення іноземних мов, електронні засоби навчання та навчання, майбутній вчитель іноземних мов, індивідуалізація професійної підготовки, інформатизація навчального процесу, оптимальні умови для розвитку студента, практичний підхід.

INTRODUCTION

In Ukraine, professional training of foreign languages teachers is regulated in the Concept of Language Education in Ukraine (2011), the National Strategy for the Development of Education in Ukraine for 2012–2021 (2012), the Branch Concept for the Development of Continuing Teacher Education, the Project “New Generation School Teacher” (2013), Law of Ukraine “On Higher Education” (2014), Decree of the President of Ukraine “On Announcement of the Year 2016 of the English Language in Ukraine” (2015), the Project of Improving the Professional Skills of English Teachers “Postgraduate Pedagogical Education of Foreign Languages Teachers” (2016), Concepts of “New Ukrainian School” (2016), “On Education” (2017), aimed at improving foreign language education in Ukraine, providing quality training for future foreign language teachers capable of professional self-improvement.

In accordance with all normative documents, modern requirements of European education and the state of teaching of foreign languages in our country, the Ministry of Education and Science of Ukraine has created a system of professional training of teachers, which provides for updating the content of teaching, shifting the emphasis from theoretical to practical training and formation of competencies of the future English teacher:

- speech competence;
- sociocultural competence;
- linguistic competence;
- country-specific competence;
- educational competence;
- strategic competence.

On the basis of these competences, which students form over all years of studying at higher institution, a profile of a future foreign language teacher is compiled. It contains the following components: “Understanding the students”, “Planning lessons and studying courses”, “Organization of the lesson”, “Assessing the students’ academic achievements”, “Knowledge of the subject” English language”, “Knowledge of the subject “Methods of teaching a foreign language”, “Management of own professional development”. The most important thing is that there is no imperative in the profile – “The Teacher Must”. The teacher’s profile is based on such reflections as “I can”, “I know”, “I do”, “I know my students”, “I know and can plan lessons and training courses”, “I know and I effectively organize classroom work”, “I know and can evaluate students’ learning achievements”, “I speak English and I know the methods of teaching English”, “I know the ways of professional development”. These descriptors are embedded in the profile of a future next generation English teacher. The content modules of the teacher training program provide for the formation of subject and life competencies in the students themselves so that they come to school and are able to pass it on to their students.

In particular, the ability to think critically, communicate in English and the ability to learn (*Rozpochynaietsia pidhotovka*, 2016).

In order to successfully perform the above functions, the teacher must first master the course “Methods of Teaching Foreign Languages”. Methodological training is considered to be a system-forming factor for the future teacher’s professional training. At the same time it is a relatively independent system with its own content, structure and functions. It is ensured by studying the cycle of disciplines of foreign language teaching methods, special courses and special seminars; students’ participation in scientific research work, scientific-methodological work and pedagogical practice at school.

The formation and improvement of methodological competence is the main purpose of the training courses, the basis of which is the knowledge of methodological and theoretical principles of the methodology of language teaching, conceptual foundations, structure and content of teaching aids (textbooks, tutorials, etc.), the ability to apply the knowledge of language in pedagogical activity, to perform basic professional and methodological functions (communicative-educational, developmental, gnostic, etc.) (Panova, Andriyko, & Tezikova, 2010).

Graduates of the Faculty of Philology of Pedagogical Universities should be able to navigate the space of main tendencies that determine the current state of linguistic education at state secondary schools. This applies, in particular, to the extension of the content of the educational material to include subjects such as language culture, stylistics, rhetoric, or elements thereof; strengthening the principles of integrativeness, cross-curricular interaction, reliance on the history of language.

Continuation of methodological training lasts at the level of magistracy. Masters training is implemented through the introduction of integrated training courses that provide systematic mastery of educational disciplines, which, again, contributes to the avoidance of repetition of educational material, improving the organization of the educational process, as well as the introduction of the latest technologies of the modern language (Makhreva, 2011).

The typical program of the course “Methods of Foreign Language Teaching” is completely innovative. So far, this course has been taught differently depending on the educational institution: one or two semesters. Course duration changed: it will start from the second year of study, after the basic training course, and will be taught for 3 years – up to the final certification. With regard to the number of hours allocated to teaching, it is proposed to change this pathetic figure of 4%, which in academic hours ranged from 54 to 108. 660 hours will be devoted to the preparation of a foreign language teacher, who will solely focus on methodology. A pre-project study showed that most universities had a predominantly Ukrainian language of instruction. The new program provides English-only teaching, so we will develop our first competence – communication in a foreign language. “Methods of Foreign Language Teaching” will no longer be a purely theoretical discipline. It is

now focused on developing English language teaching skills, and school practice becomes fully integrated into the methodology course (*Rozpochynaietsia pidhotovka*, 2016).

Therefore, the training of highly qualified professionals, competitive in the labor market, and capable of competent, responsible and effective activity in their own field is impossible without the implementation of theoretical and practical training of future foreign language teachers.

The problem of professional training of teachers was investigated in various aspects in the writings of G. Aseev, V. Bepal'ko, A. Horbatiuk, I. Kostikova, O. Malykhin, O. Meshcheriakov, V. Palamarchuk, O. Paliy, O. Piehota, I. Prokopenko, I. Sinelnyk, P. Stefanenko, T. Cheprasova, S. Shevchenko and others.

Issues of individualization of education were covered by leading scholars such as: D. El'konin, O. Zaporozhets, G. Kostyuk, V. Kotyrlo, G. Lublinska, V. Miasyshchev, D. Nikolenko, L. Prokolienko, and P. Chamata.

By individualization, foreign scientists understand any form and method of taking into account individual features in teaching. From these standpoints, D. El'konin, "individualization" is not a concept, as viewed by national science, but a system of individualized system of studying (Smalko, 2008, p. 3–15).

As stated in the Ukrainian Pedagogical Dictionary by S. Honcharenko, "Individualization of the learning process" is the organization of the educational process in which the choice of methods, techniques and pace of study takes into account the individual differences of students and the level of development of their learning abilities. The purpose of individualizing the learning process is to ensure the maximum productive work of all students and should be carried out at all stages of learning. Individual education in the modern school is used mainly in the form of consultations, temporary individual work (Honcharenko, 1997).

Individualization of teacher's professional training is regarded as a purely didactic principle, which necessitates the need to see each student in the training process. Individualizing the Teacher Training Process in pedagogical university is considered as an organization of educational activities, which takes into account the individual differences of students, the level of development of their ability to study. Like the essence of individualization of the learning process, the essence of the concept of individual approach is determined. The leading principle of individual development is the principle of individual approach, the essence of which is to take into account and study the individual differences of students.

According to O. Piehota, "the process of individualization of teacher's pedagogical training" is the student's work on an individual educational program, drawing up a professional self-portrait, learning to formulate and provide a personal pedagogical concept and determine the strategy of professional life. The existing system of professional training in a pedagogical university is largely aimed at theoretical understanding of the essence of the educational process of the secondary school. As

experience shows, due attention is not always paid to the formation of a complex of professionally significant personality traits that provide a high level of future teacher's professionalism in the specific conditions of the modern pedagogical process (Piekhota, 2003, p. 50–100).

We see a solution to this problem in organizing the process of individualizing teacher's training (in our case, a foreign language teacher) on the basis of subjects "Pedagogy", "Psychology", "Foreign language". We believe that this process, at the stage of studying at the university, is more effective if the unity of theoretical and methodical (practical) training is achieved, professionally significant personality qualities are formed, and organizational psychological-pedagogical conditions for its realization are created. We distinguish a number of psychological-pedagogical conditions:

- Change of priorities in defining the concept of general pedagogical training in the modern university, its humanization, technologicalization and personalization;
- Enriching the goals, objectives, changing the structure of general pedagogical and professional training at a university focused on civilizational values and the European standard of pedagogical education;
- Improving the content of courses in "History of Pedagogy", "Pedagogy of the School", "Higher Education Pedagogy";
- Reorientation of the content of courses in "Teaching Methods", "Educational Work Methods" to the study of modern domestic and foreign techniques and technologies;
- Restructuring of the pedagogical practice system;
- Introducing the principles of individualization and differentiation of teachers' training and organization of the educational process into teaching activity.

Teacher's professional training can be more fully realized if its main purpose is to create organizational and pedagogical conditions for the teacher's professional and personal development, expressed in his/her ability to constantly enrich his/her own spiritual and professional cultures. The process of teachers' training will be carried out with taking into account the main stages of becoming a person as a subject of activity (adaptation of students to new socio-pedagogical conditions of learning, becoming active student, self-determination, through the saturation of the content of traditional courses of pedagogical disciplines).

Thus, in our opinion, the process of teachers' training at a higher pedagogical institution is a process of complex organized development and individual self-improvement of the student's personality and should be carried out in the process of individualization and on the basis of a personality-oriented approach. In addition, the boundaries of this process must be flexible and dynamic so as not to diminish the individual needs and interests of the individual. This is the basic essence and complexity of individualization of the teacher's professional training: the harmonious

combination of the individuality's flourishing of each student in all its peculiarity with the flowering of the active content of the collective life.

Having analyzed all the definitions and researches of leading scientists, we should point out that we see in the term of "individualization" the process of isolation of the individual to obtain the best result in any activity that causes the creation and improvement of individuality (character, type of activity, individualism) and characterized by creativity.

We note that individualization of teachers' training is a complex, multidimensional, multicomponent and multilevel concept that we consider from the perspective of the educational triad: pedagogy, psychology, and foreign language. It is characterized by a specially created environment with appropriate conditions and is based on specific approaches.

AIM OF THE ARTICLE:

- to determine the conceptual role and qualitative impact of digitalization and informatization in the process of individualization of professional training of future teacher of foreign languages at higher education institutions;
- to analyze the essence of the concepts of "digitalization", "digitalization of teaching foreign languages", "individualization", "individualization of professional training";
- to investigate practical conceptual foundations of the studied formation (digitalization) in the conditions of teaching foreign languages to future specialists in the field of education.

The relevance of the study is due to the need to introduce information and telecommunication technologies in the process of individualization of professional training, which ensure high efficiency of acquiring knowledge of foreign languages, as well as increase the interest of students in learning. However, the practical aspects of digitalization of foreign language teaching at higher educational establishments of Ukraine, which would take into account the modern achievements of information and communication technologies in theory and practice, remain undeveloped.

METHODOLOGY

The methods of the context of educational research, data collection, and data analysis and reporting were used.

RESULTS AND DISCUSSION

The relevance of the problem of digitalization of foreign language teaching in the process of future teachers' professional training at the higher educational institutions is conditioned by a number of factors, among which are the following: *general*, related to total informatization, which takes place in Ukraine and requires professionals of any profile to possess modern information technology (IT) for effective use in professional activity, formation and expansion of the world educational space, which envisages implementation of international standards of education and competences of professional training of specialists; as well as *special*

ones due to the necessity of acquiring a foreign language teacher with the most up-to-date scientific and educational information (the volume of which according to known statistics is doubled every one and a half years). Moreover, the use of technical (audio-visual) means, due to the specificity of forming receptive and productive foreign language skills (listening and speaking), spelling and especially phonetic skills IT has a special role in the study of foreign languages, with the ability to accumulate and compact and unlimited in time storage of text, graphics, audio, video or integrated training information with the ability to edit and improve without losing the original quality, significantly more effectively ensure proper technical support of the learning process in foreign languages (Morska, 2008).

Conceptual and ideological positions of informatization of the educational process were considered in the works of foreign scholars (C. Chapelle, G. Davies, E. Gaiek, N. Hativa, M. Wallace, M. Warschauer, etc.). The possibilities of using information and telecommunication technologies in the educational process as a whole and in the teaching of foreign languages in particular were analyzed in scientific publications of Ukrainian (E. Mashbits, N. Morze, I. Pidlasyi, P. Serdiukov) and Russian (V. Bepalko, M. Bovtenko, I. Zakharova, V. Monakhov, O. Smolianinova) scientists.

In the researches of S. Volodko, L. Derkach, L. Kravchenko, Yu. Kravtsova the general characteristics that are important for solving the social and psychological problems of training specialists to use IT in their professional activity were highlighted.

Some issues of teaching different aspects of a foreign language by means of IT are elucidated in the dissertations of E. Azimov, I. Zymnya, O. Paliy, Yu. Hapon, I. Chursina, M. Warschauer and others.

The scientific works of E. Polat, D. Chun, J. Plass, R. Oxford are characterized by a thorough analysis of the possibilities of distance learning of foreign languages and the professional preparation of a future teacher for such learning.

A linguistic and methodological analysis of the existing computer-based language learning software market was the subject of dissertations of R. Hurevych, R. Potapova, M. Peterson, P. Sutherland.

Thorough studies of the digitalization of teaching and learning foreign languages have been developed by such scholars as: T. Gromova, G. Korsun, I. Kostikova, L. Mors'ka, O. Synekop, A. Benedek, S. Brennen, M. Kaku, G. Molnar, N. Navare, J. Stommel, N. Wurffel.

“Digitalization” broadly means the transition of the information field to digital, that is, what is happening now. It is sometimes used to refer to a specific act of translating certain information from analog to digital for easy later use on modern electronic devices.

Appealing to the Oxford English Dictionary, researchers claim that *digitization* means “the act or process of 182 digitizing; conversion of analogue data (images,

video and text material) to digital form”, *digitalization* means “introduction or increase of use of digital and computer technologies by organizations, in a certain industry, country” (Benedek, & Molnar, 2015).

Digitization is the process of converting all available information into digital format. In layman's term digitization, means enhancement of user experience and building efficiency. Efficiency drives saving operational cost. Effectively both add to the process optimization, when augmented with digitization, it will give progress based output. Here the teaching process is optimized using digital aids for the effective teaching of Second language (Navare, 2018).

Issues of distance learning technologies in the process of studying foreign languages are considered in the works of both Ukrainian and foreign educators, including O. Andreyev, E. Dmitriyev, V. Kukharenko, V. Sviridiuk, Yu. Horwitz, N. Mayer, N. Mulina, K. Kozhukhov, E. Polat, A. Khutorskoy, G. Dudeney, N. Hockly. The scientists M. Arian, O. Bigych, N. Borysko, N. Gals'kova, N. Koriakovtseva, R. Milrud, S. Nikolaeva, Yu. Passov, V. Safonov, N. Sokolova, O. Solovova, T. Tambovkin, O. Trubitsina, A. Shchukin, N. Yazikova, J. Appel, R. Arends, A. Doff, D. Frieman, J. Hedge, E. Hutchinson, T. Hutchinson, W. Littlewood, M.J. Wallace, W. Wilen, N. Whitney and others investigated the conceptual questions of the problem of teaching foreign languages at higher pedagogical universities.

According to English scholars, in particular L. Dickinson, B. Holmberg, K. Richards, P. Roy, the problem of organizing and forming the content of the distance form of teachers' training has not yet taken a proper place in scientific research and practice. This is due to objective reasons, first of all, because the problem is relatively new. In addition, the study of foreign languages in the distance education system with the help of modern information tools and technologies has been intensively studied only in the last two decades. The scientists T. Anderson, B. Collis, M. Hagi, R. Maison, R. Melton, D. Runtree differentiate the media of teaching foreign language communication into traditional and high-tech ones.

The specialists in distance learning (D. Rogers, A. Wolfe, etc.) consider the use of audio and video conferences when learning foreign languages. L. Blanchfield, I. Patrick, O. Simpson and others determine the advantages and disadvantages of using e-mail in distance learning in foreign language. Ukrainian scientists V. Bykov, Y. Zhuk, V. Kukharenko, V. Lapinsky, V. Oliynyk, V. Pugach investigated some aspects of teacher training in the distance learning system, foreign language teachers in particular.

Having analyzed the scientific and pedagogical literature on the problem of software and methodological support of distance learning, we have come to the conclusion that the approaches of V. Bykov, Y. Zhuk, V. Lapinsky are the most productive for our study. The authors point out that distance learning software is a collection of materials that reflect the content of learning, learning content management system

(LCMS), regulatory framework and methods of distance learning (Bykov, & Zhuk, 2005).

The basic requirements for the practical training of a foreign language teacher are that he/she must be able to implement:

- communicative-educational function, that is, qualified to apply modern principles, methods, techniques and means of teaching foreign language communication;
- educational function, i.e. to solve the problem of moral, cultural-aesthetic, labor education of students by means of a foreign language;
- developmental function, that is, to predict ways of formation and development of the intellectual and emotional spheres of a student's personality, his cognitive and mental abilities in the process of mastering a foreign language;
- educational function, that is, to assist students in learning to study, to expand their outlook (State Standard of General Secondary Education, 2013).

The leading scientist of the problem of research of digitalized/multimedia teaching and training of future foreign language teachers professor I. Kostikova analyzes a number of innovative methods that have the most qualitative impact on the acquisition of foreign language by students and that we use in our study of individualization of future teacher training of a foreign language teacher, namely:

- ✓ CD CD-ROM technology (also today DVD and Flash-card), which allows to increase the amount of information stored on laser CDs and flash cards;
- ✓ use of the Internet (books, methodological literature, newspapers, magazines; educational computer programs; electronic libraries, databases, information systems; educational e-books, reference files, dictionaries, reference books in electronic form);
- ✓ information resources (distance learning courses (for the advanced training system, for higher education institutions in specific disciplines, etc.); courses, programs intended for self-education; web-based quests for training; training olympiads, quizzes, telecommunication projects; unity of teachers; teleconferences for specialists (subject teachers, principals, heads of schools, rectors and vice-rectors of universities, etc.); virtual consultative centers (for teachers, students, graduate students, parents); scientific associations of students, postgraduate students;
- ✓ training internet resources hotlist, multimedia scrapbook, treasure hunt, subject sampler and webquest;
- ✓ telecommunication and multimedia projects are multi-page publications in Microsoft Publisher (enables them to publish thematic booklets), Microsoft Power Point (makes animated pictures, sound and video files available), Microsoft Word (allows you to format the desired text) and Microsoft Internet Explorer (allows you to work with Internet resources on the Internet);

✓ TOEFL program, the standard English exam. There are five complete TOEFL tests available in this program. Each test consists of three parts: Listening Comprehension, Structure and Writing Expression, and Reading Comprehension. In preparation for the TOEFL exam, you can use computer software at <http://www.toefl.org> (official TOEFL, TSE and TWE exam site), <http://www.ielts.org> (official IELTS exam site (International English Language Testing System)), <http://www.exams.ru> (international exam in English, information on all international examinations in English as a foreign language, test tests);

✓ playback of digital video - DVD;

✓ use of modern authentic, foreign-language multimedia textbooks, such widely known editions as: Macmillan, Oxford, Cambridge, Express Publishing (Kostikova, & Masliuk, 2013, p. 46–67).

So there are many online learning resources, and are they all effective and how can we choose the best one? In fact, each of the services listed above had its own peculiarities, its own approach to learning and, probably, one of the most important conditions, not all platforms are free.

At the same time, we define the individualization of the professional training of the future foreign language teacher as a process of purely individual programs, content, forms, means, pace, forms of control and evaluation. It can be embodied within and on the basis of the individualization of professional training as a system of relationships and provides for:

1. Comprehensive knowledge of the student, his abilities and opportunities;
2. Properly trained teachers;
3. Availability of adapted (individualized and digitalized) courses, programs;
4. Well-established and developed material-technical base.

The presence of a powerful integrated material and technical base (lecture rooms, study labs and classrooms, a library with a reading room and a book depository) which allows providing all kinds of laboratory-practical classes, disciplinary and interdisciplinary training and educational practice. Training sessions should be conducted by using modern technical training tools (audio and video equipment, multimedia devices, interactive whiteboard, multimedia video complexes, electronic manuals). There must be technical support for distance learning of students, Internet, 3G-4G, WI-FI (Chernionkov, 2018).

Compliance with requirements such as: informativeness, flexibility, mobility, interdisciplinarity, integration, individualization will lead to the creation of a new generation of educators. For example, to create an e-course, as well as an electronic smart tutorial, you must use: cloud technologies, multimedia tools, automatic filtering of knowledge rating, interactivity, collaboration on the Internet. In our opinion, our country is on the verge of an all-Ukrainian Smart Education Network.

In our professional activities at the English language lessons we use the following innovative techniques that are recommended to be implemented in the first year (first and second terms). Students are offered exercises of reflexive communicative nature, on the basis of various innovative communication technologies (Learning to Learn, BYOD, bricolage, project method, method of stimulating statements, newspaper article annotation).

Learning to Learn is the process of analyzing the organization of training, methods of achieving educational outcomes and personal dynamics by the student. Then students have to think about how they learn and what to do with the help of various online tools. In other words, students evaluate their own studying and the results of its (communicative approach) (Neborsky, 2015).

Bring Your Own Devices (BYOD) is a pedagogical principle in which students use the gadget (smartphone, laptop, tablet) already available to them. Needless to say that such a method saves financial costs in the technical equipment of classrooms. The most important thing is to provide Wi-Fi access to the Internet and discuss with students the purpose for which gadget will be used (Bring Your Own Device, 2012).

“Bricolage” is a term used in a variety of disciplines, including visual arts and literature, means of creating a subject or object from scrap materials, as well as a subject or object. For example, in music, it is a wooden spoon or saw as a musical instrument; in visual arts – prefabricated collages. Bricolage in education is the use to study anything you want, in addition to specially created tools like textbooks. The simplest example of this technology is the experiments in chemistry class, when the laws of chemistry and the different reactions are not only read by the students, but can also be tested by them. There are two types of this technology: 1 – to take what is at hand and use in a different capacity; 2 – create new from existing old (*Obrazovatelnaia tekhnologiia «Brikolazh*, 2016).

Project method – the primary use of the project method in teaching a foreign language is the ability in the mastery of students’ communicative competence, i.e. practical mastery of a foreign language. In addition, project-based learning promotes: increased personal confidence of students; develops a “team spirit”, interpersonal skills and ability to collaborate; provides a mechanism for critical thinking, the ability to seek solutions to problems; develops pupils’ research skills. We highlight the following projects: projects-message or research projects (Information and Research projects); projects-interview (Survey projects); project-manufacturing (Production projects); projects such as role-plays and drama performances (Performance and Organizational projects) (Lerman, 2007).

Method of Simulating statements – this method differs from using the well-known logico-syntactic schemes that the students build content and logic of their statements themselves on the basis of a spoken text. Also a good example of this technology can be a teacher creating a situation where one party or need to convince

others or to talk about the benefits once phenomena using the words *always*, *and*, *sometimes*, *but*. (Mnatcakanian, 2011).

Annotation – newspapers and magazines as a mass medium are very important for students in General, and English classes in particular, because they provide relevant information, informing all that is happening in the world around us and thus deepens and expands the horizons of students.

Work with a newspaper or magazine article is divided into 3 stages:

Stage 1 – work with a newspaper article before reading it. Students are encouraged to review the entire issue of the newspaper and say, what headings it contains and which of them drew attention, to explain why. You can use the reference circuit for discussion of the done work.

Stage 2 – informational reading. At this stage students scan the article of the newspaper that caught their attention.

Stage 3 – working with text. This type of work contributes to motivation to learn the English language and is an effective means of formation of foreign cultural competence (Mnatcakanian, 2011).

Here is an example of first-year students' individual work on such topics as "My Future Profession", "Choosing a Career", "Fake News Sites". We encourage students to shoot short videos (up to 5 minutes) and then upload them to our Moodle course "English for Everyone". The final grade for this type of work will depend on:

- Foreign language quality;
- The amount of student participation in the video;
- Use of humor;
- Number of errors;
- Video plot.

Our main purpose was to encourage students to communicate in a foreign language. Therefore, our tasks were as follows:

1. Using the technologies "*Project work*" and "*BYOD*" create your own video project. The themes are the following: "WHAT is FAKE NEWS SITE?», "My Future Site".
2. Using technology "*learning to learn*" assess your knowledge and results for this module in a form of dialogue. Use the key-phrases: I think, I'm sure, It seems to me, I can prove, I can estimate my results as, despite. THE THEME IS "Journalistic Activity is Cool".
3. With the help of "*Method of statements stimulation*" across the communicative approach (always, and, sometimes, but) react to the next situation: 1. You are going to interview one of the leaders of the Somali Pirates. Your parents are afraid of this a lot. Offer your evidences to make them change their mind. 2. You are convinced that Ukrainian Mass Media informational system is one of the best in the world. But your friend does not support your point of view. Convince him backwards.

4. “*Bricolage*” technology in your research work. Create your own SITE or BLOG using the things you have on hand. Describe your experience. Use the given links to watch the videos:
 - <https://www.youtube.com/watch?v=WE1tXYgNi3Q>
 - <https://www.youtube.com/watch?v=K-zI7sCoglo>
 - <https://www.youtube.com/watch?v=jx8rvfjnOq8>
 - <https://www.youtube.com/watch?v=LH85Y-PL7Zo>
 - https://www.youtube.com/watch?v=Lf2c9_9Rz6g
5. Choose any newspaper or magazine article in English devoted to Fake Sites, Journalist’s Profession. Work in a group – make up **CRISS-CROSS QUESTIONING** for the technology of *annotation*.
6. Using the technologies “*Project work*” and “*BYOD*”. The themes are the next: “Pros and Cons of Teacher’s Profession”, “Teacher’s Profession is My Life”.

Summing up all of the above, we can say that working at the Department of Linguodidactics and Foreign Languages of Volodymyr Vynnychenko Central Ukrainian State Pedagogical University, we understand the “digitalization of professional training” as a process of transformation all the activities of teaching and studying foreign languages in the process of future teacher of foreign languages’ professional training into the mainstream of digital implementation of educational process: e-learning guides, e-educational manuals, e-methods and foreign language learning tools, DVD – materials, audio materials, electronic vocabularies and the creation of a university network in the future.

CONCLUSION

Given the personal preferences of the future teacher of foreign languages at the center of the educational system (at higher pedagogical educational institutions), today there is a transition to flexible models of organization of educational-pedagogical process, which involve digitalizing of training of a person capable of realizing his/her creative and professional potential in various spheres; that is why the problem of introducing an individualized personality-oriented approach, the characteristic features of which is cooperation, dialogical activity, active-creative character, providing the individuality with the necessary freedom to make independent decisions in the educational process of higher education, is extremely relevant. We understand that our observation is only part of the research program we have created for this issue. Further studies we see in the analysis of the system of practical digital methods of studying English at the faculty of foreign languages of our university.

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POLISH LITERATURE STUDIES IN A STATISTICAL
RESEARCH AT THE DEPARTMENT OF WORLD
LITERATURE AND COMPARATIVE LITERARY
CRITICISM AT VASYL STEFANYK
PRE-CARPATHIAN NATIONAL UNIVERSITY

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KOZLYK Ihor

Doctor Habilitatus of Philology, Full Professor, Head of the Department of World Literature and Comparative Literary Criticism, Vasyl Stefanyk Pre-Carpathian National University, Ivano-Frankivsk, Ukraine, 76018, Ivano-Frankivsk, 57, Shevchenko Str.,
E-mail: ihor.kozlyk@pnu.edu.ua.
<https://orcid.org/0000-0001-8262-1748>

ABSTRACT

The article is a statistical research of the development of Polish literature studies at the Department of World Literature and Comparative Literary Criticism at the Vasyl Stefanyk Pre-Carpathian National University (Ivano-Frankivsk, Ukraine), covering the period from 1997 to 2018. Focusing on scientific researches in the field of Polish philology accomplished by the professors of our department, the present article gives the general outline of quantitative dynamics, the timeline, genre composition, types of heuristic analyses, language of these publications and their publishing data. The publications are also structured according to such criteria as authors, objects of consideration, various fields of historical and literary science. The sporadic experience of studying Polish literature by the employees of other departments of the Faculty of Philology at the Vasyl Stefanyk Pre-Carpathian National University was also taken into account.

Key words: Ukrainian Studies of Polish Philology, Pre-Carpathian University, literary criticism, Slavistics.

АНОТАЦІЯ

Полоністичні студії на кафедрі світової літератури і порівняльного

літературознавства прикарпатського національного університету імені Василя Стефаника у статистичній проекції

Стаття є статистичним дослідженням розвитку літературознавчого вивчення польської літератури на кафедрі світової літератури і порівняльного літературознавства Прикарпатського національного університету імені Василя Стефаника у період з 1997 по 2018 роки. На тлі історії виникнення полоністичних досліджень на кафедрі аналізуються кількісна динаміка їхнього розгортання у часі, жанровий склад, види евристичної роботи, місце і мова публікацій, розподіл публікацій за їхніми авторами та за об'єктами розгляду, розподіл публікацій за окремими фаховими сферами історико-літературної науки. При цьому враховано спорадичний досвід вивчення польської літератури співробітниками інших кафедр Факультету філології ПНУ імені Василя Стефаника.

Ключові слова: українська полоністика, Прикарпатський університет, літературознавство, славістика.

INTRODUCTION

Literary studies of Polish literature in the Department of World Literature and Comparative Literary Criticism at the Vasyl Stefanyk Pre-Carpathian National University began on 26 August, 1992 at the then V. S. Stefanyk Ivano-Frankivsk State Pedagogical Institute of Pre-Carpathian National University (hereinafter abbreviated: PNU) and the speciality “The Polish language and literature” came into being in the Faculty of Philology in 1993, following the necessity to have our own specialists in the field of Polish Philology (Lesiuk, 2004).

However, the development of the scientific literary Polonistics is closely connected with the introduction of the Section of Postgraduate Literary Studies in in November 2001, and in April 2001 – the Section of Postgraduate Studies in Comparative Literary Criticism, which became possible only when Prof. Dr. Hab. **Volodymyr Matviishyn** (1935-2012) became the Head of the Department in 1992. He encouraged the professors of the department to conduct comparative studies of foreign, namely Slavonic, literatures (first of all the study of the aspects of Ukrainian and foreign literary ties), as well as researches of the specific national literature, including the Polish one, in immanent analyses.

AIM OF THE ARTICLE

The article aim is to research statistically the development of Polish literature studies at the Department of World Literature and Comparative Literary Criticism at the Vasyl Stefanyk Pre-Carpathian National University (Ivano-Frankivsk, Ukraine), covering the period from 1997 to 2018.

METHODOLOGY

The methods of action research, research and development, rhetorical analysis, literary analysis were used.

RESULTS AND DISCUSSION

So, four dissertations written under Prof. Dr. Hab. V. Matviishyn in the field of Comparative Literary Criticism have been successfully defended with their authors obtaining the degree of Candidate of Studies in Philology. These scientific papers focusing on Polish and Ukrainian literary ties are as follows:

- Dissertation “Stanisław Wyspiański’s works and Ukrainian literature of the end of the 19th – beginning of the 20th century: reception and typology” by Myroslava Medytska (Khorob), defended in 2005 in the specialized dissertation council at the Volodymyr Hnatiuk National Pedagogical University in Ternopil;
- Dissertations “Short prose by Eliza Orzeszkowa and Ukrainian short stories of the end of the 19th – beginning of the 20th century: poetics and typology” by Iryna Spatar and “Stanisław Przybyszewski and Ukrainian literature of the end of the 19th – beginning of the 20th century: reception and typology” by Tamara Tkachuk defended in the same specialized dissertation council;
- Dissertation “The typology of futuristic models in the works by Bruno Jasiński and Mychail Semenko” by Danylo Rega defended in 2014 at the special dissertation council of the Oles Honchar Dnipropetrovsk National University (now Oles Honchar Dnipro National University) (Candidate of philological sciences, associate professor S. Korshunova became the second research supervisor following Professor Dr. Hab. V. Matviishyn’s death).

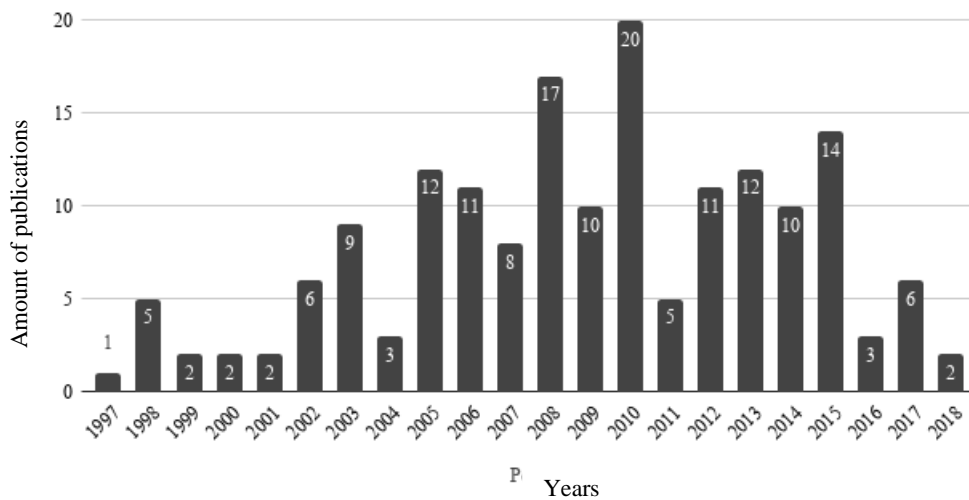
The above mentioned researches written for the degree of Candidate of sciences were accomplished in Prof. Dr. Hab V. Matviishyn’s priority field of practical comparativism, in particular in the aspects of reception, typology and poetics. The authors of these 4 dissertations are at present members of the department.

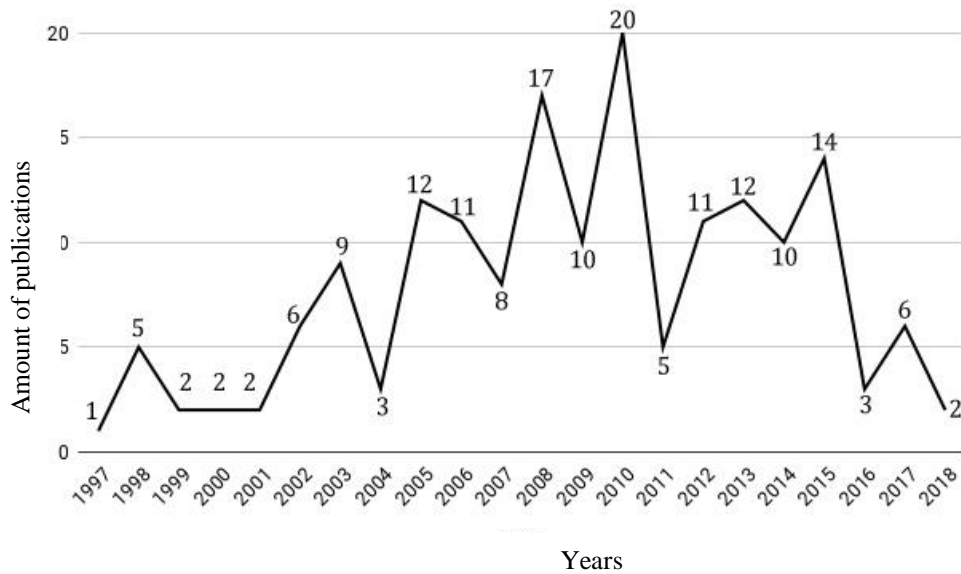
The development of studies in polonistics at the department is also associated with the name of Candidate of Sciences in Philology, Associate Professor **Olga Mykhailivna Tsivkach**, who began working at the department in 1974, and had been working as an associate professor since 1990 and till 2015. It was in 1993 that, after the opening of the specialty “ The Polish language and literature”, she was the first one who had to introduce the study of the history of Polish artistic literature at the Faculty of Philology at PNU. At the same time, she introduced new aspects into the study of Polish literary and generally cultural heritage, in particular, linking them with the phenomenon of the Polish-Ukrainian cultural frontier.

Associate Professor O. Tsivkach devoted special attention to the literary and ethnographic and cultural projections of polonistics, not limiting herself to just fiction, but proceeding from the history of the Polish theater and the Polish press in the Carpathian region, also by translating Polish scientific literature, publishing the texts of Polish journalists who worked in Stanislaviv newspapers in the end of the 19th - beginning of the 20th century. Under the supervision of Associate Professor O. Tsivkach working at our department there appeared a dissertation “Topos of Hutsul land in the works by Kaietan Abharovych and Yuri Fedkovych” by Iryna Mykytyn. It was written for the Candidate's Degree in the field of Comparative

Literary Criticism and then successfully defended in 2012 at the special dissertation council at the Volodymyr Hnatiuk National Pedagogical University in Ternopil. Following the first Polonistics-related 1997 publication (“The Problem of the cultural frontier on the pages of the Galicia press of the late nineteenth and early twentieth centuries” by I. Kozlyk, member of the Department of World Literature at PU (later PNU)), which appeared in the second volume of the Olsztyn scientific collection “Acta Polono-Ruthenica”, and until 2018, the number of scientific works in Polonistics in the Department of World Literature and Comparative Literary Criticism at the PNU incorporates **171** publications: **124** were written from 1997 to 2012 (that is, for **16** years of the existence of the Department of World Literature under the direction of Prof. Dr. V. Matviishyn) and **47** from 2013 to 2018 (that is, over the past 6 years when the department has been transformed into the Department of World Literature and Comparative Literary Criticism. All in all, **119** publications have been published in Ukrainian editions, while **52** publications were published abroad.

The dynamics of the expansion of the study of Polish literature at the department, reflected in the statistics of published products is visualized in the diagrams:





By genres these are articles, monographs (individual and collective), educational materials (methodical recommendations and tutorials). In the sectoral aspect, these include: **52** works in Polonistics, **111** works in comparative studies, as well as **8** teaching and methodical publications, **4** of which have only Polonistic bias and **4** are comparative.

According to the language distribution there exists: **128** publications in the Ukrainian Language (**110** in the Ukrainian journals and **18** in the Polish ones), **34** publications in the Polish Language (**6** in Ukrainian journals and **28** in the Polish ones), 8 publications in Russian (3 in Ukrainian journals, 4 in the Polish journals and 1 – in the Internet journal in Russia) and 1 publication in Germany (in the German journal).

Among the above mentioned number of publications, one should highlight the publications of the larger formats:

– *individual monographs* by M. Medytska “Creativity of Stanisław Wyspiański and Ukrainian Literature of the End of the 19th and the beginning of the 20th Century: Reception and Typology” [“Tvorchist Stanislava Vyspianskoho y ukrainskiy literaturi kintsia XIX – pochatku XX stolittia: retseptsii i typolohiia”], Publisher Tretiak I. Ya ., Ivano-Frankivsk, 2008, 316 p., in Ukrainian; O. Tsivkach “They were joined by the land of Stanislaviv ... Figures of the Polish culture of the Pre-Carpathians of the 19th – the first half of the 20th century. Stanislaviv voivodship” [“Yikh poiednala zemlia stanislavivska ... Diiachi polskoi kultury Prykarpattia XIX – pershoi polovyny XX stolittia. Stanislavivske voievodstvo”] Symfoniia forte, Ivano-Frankivsk, 2012, p. 204, in Ukrainian;

– *collective works*: in the monograph “Mikołaj Rej – w pięćsetlecie urodzin” (practicing zbiorowa w 2-ch t. pod redakcją Jana Okonia, współpracy Marcin Bauera, Miła Kurana i Małgorzaty Mieszek” (Wydawnictwo Uniwersytetu Łódzkie, Łódź, 2005) O. Tsivkach developed the topic “From the Reception and Translations

of Mikołaj Rej's Works in Ukraine" ["Z receptsji i przekładów utworów Mikołaja Reja na Ukrainie"] (pp. 289-304); in edition "Radyshevskiy R. Ukrainian polonistic: problems, schools, sylves" ["Radyshevskiy R. Ukrainska polonistyka: problemy, shkoly, sylvety"], Kyiv, 2010. M. Medytska wrote the segment "National past in the artistic comprehension of Ivan Franko and Stanislav Vispiansky" ["Natsionalna mynuvshyna v khudozhnomu osmyslenni Ivan Franka Stanislava Vyspianskoho"] (pp. 548-557), in the book "Metamorfozy w współczesnej literaturze ukraińskiej" (edited by P. Ołechowska M. Zambzycka, K. Jakubowska-Krawczyk, Warszawa-Ivano-Frankivsk, 2015, in Ukrainian), D. Rega considered the "Place of Ukrainian and Polish futurism in the system of European futurism" ["Mistse ukrainskoho ta polskoho futuryzmu u systemi yevropeiskoho futuryzmu"], (pp. 14-30); in the research "Vasyl Stefanyk: Approximation" (edited by S. Khorob, Misto NV, Ivano-Frankivsk, 2017, in Ukrainian) T. Tkachuk wrote the material "Expressionism in short prose by Vasyl Stefanyk and Stanisław Przybyszewski" ["Ekspresionizm u malii prozi Vasylia Stefanyka and Stanisław Przybyszewski"] (pp. 249-272);

– *publications of creative heritage of the Polish writers*: "Stefania Skwarczyńska – journalist of 'Kurier Stanisławowski'. Unknown pages of creative activity (1925-1930)" (introduction, selection of texts and commentary by O. Tsivkach, Symfoniia forte, Ivano-Frankivsk, 2013, 227 p., in Ukrainian), "Marcelina Grabowska – dziennikarka 'Kuressa Stanisławowskiego' (1931-1933)" (introduction, selection of texts and commentary O. Tsivkach, Symfoniia forte, Ivano-Frankivsk, 2015, 140 p., in Polish);

– *educational editions*: textbook by O. Tsivkach "Literary regional studies. Polish Literature of Pre-Carpathians (15th – first half of the twentieth century). Part I" ["Literaturne kraieznavstvo. Polska literatura Prykarpattia (XV – persha polovyna XX stolittya). Chastyna I"] (Symfoniia forte, Ivano-Frankivsk, 2011. 272 p., in Ukrainian); tutorial by A. Martynets "New names in the school course of the World literature" ["Novi imena v shkylnomu kursi svitovoi literatury"] (Symfoniia forte, Ivano-Frankivsk, 2013. 156 p., in Ukrainian); here, in particular, the work of Barbara Kosmowska is considered); educational brochures by T. Tkachuk "Stanisław Przybyszewski and Ukraine. Guidelines to the study of the works by S. Przybyszewski in class on the history of Polish literature" ["Stanislav Pshybshevskiy i Ukraina. Metodychni rekomendatsii do vyvchennia tvorchosti S. Pshybshevskoho na zaniattiakh z istorii polskoi literatury"] (Symfoniia forte, Ivano-Frankivsk, 2015, 64 p., in Ukrainian) and by I. Spatar "Historia literatury polskiej drugiej połowy XIX wieku. Pozytywizm Wskazówki metodyczne do zajęć praktycznych" (Symfoniia forte, Ivano-Frankivsk, 2018. 44 p., in Polish).

The works of the members of the department were published in such periodical and special (one-time) Ukrainian and foreign scientific editions as:

– Kyiv journals "Kyiv Relicts" ["Kyivska starovyna"], "Language and Culture" ["Mova i kultura"] (Dmytro Buraho Publishing House), "Renaissance" ["Vidrozhennia"], "Foreign literature in schools in Ukraine" ["Zarubizhna

literatura v shkolakh Ukrainy”] (formerly “Foreign Literature in Educational Establishments” [“Zarubizhna literatura v navchalnykh zakladakh”]), “World Literature in Secondary Schools of Ukraine”, journal published in Chernivtsi “Issues of Literary Criticism” [“Pytannia literaturoznavstva”], Ternopil almanac “Methodological Studies” [“Studia Methodologica”], the Ivano-Frankivsk journals “Horizon” [“Obrii”] and “Sources” [“Dzherela”];

– collections of scientific works (articles) “Scientific Bulletin of the Taras Shevchenko National University in Kyiv. Literary Criticism” [“Visnyk Kyivskoho natsionalnoho universytetu imeni Tarasa Shevchenka. Literaturoznavstvo”], “Kyiv Studies in Polonistics” [“Kyivski polonistychni studii”], “Literature. Folklore. Problems of Poetics” [“Literatura. Folklor. Problemy poetyky”] and “Comparative Studies of Slavonic Languages and Literatures. In memory of academician Leonid Bulakhovsky” [“Komparatyvni doslidzhennia slovianskykh mov i literatur. Pamiati akademika Leonida Bulakhovskoho”] (both - Kyiv), “Scientific Bulletin of the V. N. Karazin Kharkiv National University. Philology” [“Visnyk Kharkivskoho natsionalnoho universytetu imeni V. N. Karazina. Filolohiia”], “Scientific Bulletin of the Lesya Ukrainka Eastern European National University. Philological sciences” [“Naukovi Visnyk Shkhidnoevropeiskoho natsionalnoho universytetu imeni Lesi Ukrainky. Filolohichni nauky”] (Lutsk; the previous title “the Lesya Ukrainka Volyn National University”, “Ukrainian Literary Criticism” [“Ukrainske literaturoznavstvo”] (Lviv), “Volyn and Zhytomyr Regions. Historical and Philological Scientific Bulletin in Regional Issues” [“Volyn-Zhytomyrshchyna. Istoryko-filolohichni zbirnyk z rehionalnykh problem”] (Zhytomyr), “Scientific works of Ivan Ohienko Kamianets-Podilsky National University. Philological sciences” [“Naukovi pratsi Kamianets-Podilskoho natsionalnoho universytetu imeni Ivana Ohienka. Filolohichni nauky”], “Ukrainian literature in European context” [“Ukrainska literatura v zahalnoevropeiskomu konteksti”] (Uzhhorod), “Scientific Works of Volodymyr Hnatiuk Ternopil National Pedagogical University” [“Naukovi zapysky Ternopilskoho natsionalnoho pedahohichnoho universytetu imeni Volodymyra Hnatiuka”], “Collection of scientific works of Poltava Pedagogical Institute” [“Zbirnyk naukovykh prats Poltavskoho pedahohichnoho instytutu”], “Philological Researches” [“Filologicheskiye issledovaniya”] (Donetsk), “Southern Archive. Philological sciences” [“Pivdennyi Arkhiv. Filolohichni nauky”] (Kherson), “Topical Issues of the Modern Philology. Literary Criticism” [“Aktualni problemy suchasnoi filolohii. Literaturoznavstvo”] (Rivne), “Topical Issues of Slavonic Philology. Series: Linguistics and Literary Criticism” [“Aktualni problemy slovianskoi filolohii. Serii: Linhvistyka i literaturoznavstvo”] (Berdiansk), “Eastern Slavonic Philology. Literary Criticism” [“Shkhdnoslovianska filolohia. Literaturuznavstvo”] (Horlivka) and finally in Ivano-Frankivsk scientific editions “Sultanov’s Reading” [“Sultanivski chytannia”], “Words. Pre-Carpathian Journal of Shevchenko’s Scientific Society”, [“Slovo. Prykarpatskyi visnyk NTSh”], “The

Scientific Bulletin of the Pre-Carpathian University. Philology” [“Visnyk Prykarpatskoho universytetu. Filolohiia”], “Ethnos and Culture” [“Etnos i kultura”], “Ukraine Studies” [“Ukrainoznavchi studii”], “Literary Studies: Comparative Aspect” [“Literaturoznavchi studii: komparatyvnyi aspekt”], “Semantics of Language and Text” [“Semantyka movy i tekstu”] and “Modern Studies in Linguistics, Literary Criticism and Intercultural Communication (ELLIC)” [“Suchasni doslidzhennia z linhvistyky, literaturoznavstva i mizhkulturnoi komunikatsii (ELLIC)”];

– special (one-time) scientific editions, including collections of materials from international conferences: “Adam Mickiewicz and Ukraine” [“Adam Mitskevych i Ukraina”] (Drohobych, 1998), “Humanistic Ideas of Janusz Korczak's Pedagogical Heritage” [“Humanistychni idei pedahohichnoi spadshchyny Yanusha Korchaka”] (Kyiv, 2003), “The Seeder of Spirit” [“Sivach dukhovnosti”] (Ivano-Frankivsk, 2003), “Materials of the 4th International Conference “Hutsul Land: the Past and the Future” [Materialy IV mizhnarodnoi konferentsii “Hutsulshchyna: mynule i maibutnie”] (Ivano-Frankivsk, 2003), “For the Good of Millions, Let it Live Forever ...” [“Dlia dobra milioniv khai vichno zhyve ...”] (Ivano-Frankivsk, 2008), “Vincenz Studies” [“Vintsenziana”] (Kolomyia, 2008), “Literature in the Context of Culture” [“Literatura v konteksti kultury”] (Dnipropetrovsk, 2013), “Language and Literature in Polycultural Space” [“Mova ta literatura u polikulturnomu prostori”] (Lviv, 2015).

The works by the members of the department were also published abroad:

– in Polish journals “Age of Enlightenment” [“Wiek Oświecenia”], “Inscription” [“Napis”], “Plaj. Carpathian Almanac” [“Płaj. Almanach Karpacki”], “New Poland” [“Nova Polshcha”] (all – Warszawa), “Exile” [“Zesłaniec”] (Wrocław), “Folio Librorum” and “Literary Criticism: History – Theory – Methodology – Critics” [“Literaturoznawstwo: Historia – teoria – metodologia – krytyka”] (both – Łódź), in bulletin “Slavicist” [“Slawista”] (Olsztyn), in the Russian electronic scientific journal “Universum: Philology and Arts Studies” [“Universum: Filologiya i iskusstvovedenie”];

– in the books of articles: “Warsaw Notes in Ukraine Studies. Studia Ucrainica” [“Warszawskie Zeszyty Ukrainoznawcze. Studia Ucrainica”], “Galicia – mosaic not only national” [“Galicia – mozaika nie tylko narodowa”] (Warszawa), “Krakow-Lviv in the 19th - 20th centuries. Books, Journals, Libraries” [“Kraków–Lwów XIX-XX w. Książki, Czasopisma, Biblioteki”] (Kraków), “Journal of the Ossolinski National Institute” [“Czasopismo Zakładu Narodowego imienia Ossolińskich”] (Wrocław), “Acta Polono-Ruthenica” (Olsztyn), “Studia i Szkice Slawistyczne” [“Studia i Szkice Slawistyczne”] (Opole), “Spheres of Culture” (Lublin), “State of Research on the Multicultural Heritage of the Old Polish Republic” [“Stan Badań nad Wielokulturowym Dziedzictwem Dawnej Rzeczypospolitej”], “Border Time. Literary Studies” [“Pogranicza. Studia Literackie”] (both – Białystok), “Galician Meetings” [“Galicyjskie Spotkania”] (Zabrze);

– in special (one-time) editions, including collections of materials of scientific forums: *Polish* – “Culture and Ethnic Awareness of Poles in the East. Tradition and Contemporary Times: Materials” [“Kultura i świadomość etniczna Polaków na Wschodzie. Tradycja i współczesność: Materiały”] (Wrocław, 2003), “Kresowianki. Circle of heroic writers” [“Kresowianki. Krąg pisarek heroiczných”] (Lublin, 2006), “Border Time: Obsessions-Projections-Projects” [“Pogranicze: Obsesje–Projekcje–Projekty”] (Chełm, 2007), “Jozef Weysenhoff and Leon Wyczółkowski. Images of Polish Culture” [“Józef Weysenhoff i Leon Wyczółkowski. Obrazy Kultury Polskiej”] (Lublin, 2008), “3 Days of Armenian Culture in Gliwice” [“III Dni Kultury Ormiańskiej w Gliwicach”] (Gliwice, 2008), “Cultural Border: Separateness – Exchange – Passing Away – Dialogue” [“Pogranicze kulturowe: odrębność – wymiana – przemykanie – dialog”] (Rzeszów, 2009), “Through the Word - in Words - about Words” [“Przez Słowo – w słowach – o słowach”] (Bielsko-Biała, 2009), “Modern Lviv” [“Modernistyczny Lwów”] (Warszawa, 2010), “On the Borderline of Literature. Library of Border Time Literature” [“Na pograniczach literatury. Biblioteka Literatury Pogranicza”] (Kraków, 2012), “Dance in Polish Literature of the 19th and 20th Centuries” [“Taniec w literaturze polskiej XIX i XX wieku”] (Gdańsk, 2012), “Pleasure and Suffering. Genuss und Qual. Studies and Sketches” [“Przyjemność i cierpienie. Genus und Qual. Studia i szkice”] (Rzeszów, 2014); *German* – “Ukraine, Poland and Europe: European identity in the new EU - Eastern Borders” [“Die Ukraine, Polen und Europa: Europäische Identität an der neuen EU-Ostgrenze”] (Osnabrück, 2004); *Czech* – “Ukrainistics: Past, Present, Future” [“Ukrainistyka: mynule, suchasne, maibutnie”] (Brno, 2015); *Belorussian* – “Phenomenon of the Border Time. Slavonic Languages, Literatures and Cultures: Ethnos in the World of History and Modernity” [“Fenomen pamezhzha. Slavyanskiya movy, literatury i kultury: etnas u svece gistoryi i suchasnasci”] (Hrodna, 2009); *Russian* – “The Study of Slavic Languages and Literatures in Higher Education: Achievements and Prospects: a Collection of Materials of the International Scientific Conference” [“Issledovanie slavyanskix yazykov i literatur v vy'sshej shkole: dostizheniya i perspektivy: sbornik materialov mezhdunarodnoj nauchnoj konferencii”] (Moscow, 2003).

The authors of the publications were the 11 members of the department and its post-graduate students: Prof. Dr. Hab. **Volodymyr Matviishyn** (Head of Department from 1992 to 2012), Prof. Dr. Hab. **Mark Teplinsky** (1924-2012; Head of Department from 1970 to 1992), Prof. Dr. Hab. Ihor Kozlyk (Head of Department since 2012), Ph. Dr. of Philology, Assistant Professor **Olga Tsivkach**, Ph. D of Philology, Assistant Professor **Tamara Tkachuk**, Ph. D of Philology **Myroslava Medytska** (1978-2010; in the Department from 2005 to 2010, at the Associate Professor from 2007 to 2010), Ph. D. of Philology **Iryna Spatar**, Ph. D. of Philology **Danylo Rega**, Ph. D. of Pedagogy, Assistant Professor **Alla Martynets**, postgraduate student **Iryna Mykytyn** (from 2009 to 2011),

postgraduate student (from 2014 to 2016), Senior Department Assistant **Nataliia Ornat**.

Quantitative characteristics of the personal achievement of each of the members is as follows:

Name and surname	Total amount	Polonistics	Comparative Literature	Methods of Teaching	Published in Ukraine	Published abroad
Olga Tsivkach (to 2015)	61	31	29	1	18 (UKR) 4 (POL) 3 (RUS)	26(POL) 6(UKR) 3(RUS) 1(Нім.)
Tamara Tkachuk	28	4	21	3	27 (UKR) 1 (POL)	–
Iryna Spatar	19		18	1	16 (UKR) 1 (POL)	1(UKR) 1(POL)
Myroslava Medytska	18	7	11	–	17 (UKR)	1(UKR)
Danylo Rega	11	1	9	1	9 (UKR)	1(роч) 1(укр)
Alla Martynets	7	5/2	1	–	7 (UKR)	–
Iryna Mykytyn (до 2011 року)	7	–	7	–	6 (UKR)	1(UKR)
Ihor Kozlyk	7	3	4	–	4 (UKR)	2(UKR) 1(RUS)
Volodymyr Manviishyn	6	–	6	–	3 (UKR)	3(UKR)
Nataliia Ornat	6	1	5	–	3 (UKR)	1(POL) 2(UKR)
Mark Teplinsky	2	–	2	–	1 (UKR)	1(UKR)

Out of the **58 objects** of study chosen by the members of the department, **36** were dedicated to the Polish outstanding people from various walks of life, including literature, art and culture. The greatest amount – **25 publications** – were devoted to a writer, poet and playwright, one of the main representatives of the era of Young Poland Stanisław Przybyszewski (1868-1927); **18 publications** – to Eliza Orzeszkowa (1841-1910), the writer of the era of Positivism; **15 publications** were dedicated to Stanisław Vincenz (1888-1971) – a writer, philosopher and translator, who was born in the Carpathian region, in the village of Sloboda-Rungurska (now Sloboda) of Kolomyia district in Ivano-Frankivsk region; **13 publications** – to the poet inspired by the philosophy of “Young Poland» the playwright, painter Stanisław Wyspiański (1869-1907), who was unofficially called “the fourth Polish prophet”; **7 publications** – to one of the three (along with Juliusz Słowacki and

Zygmunt Krasiński) of the national poets-prophets of the Polish literature Adam Mickiewicz (1798-1855) and to a Polish writer of Armenian descent who was born in the Carpathian region, in the Village of Cherniiv, now Tysmenetsia district, Ivano-Frankivsk region, Kajetan Abgarowicz (1856-1909); **6 publications** – to the literary scholar and journalist Stefania Skwarczyńska (1902-1988), who was a theatrical reviewer and a feuilletonist to the Polish newspaper [“Kurjer Stanisławowski”] from 1926 to 1929; **5 publications** – to the poet, prose writer, co-writer of Polish futurism Bruno Jasiński (1901-1938) and a writer Pola Gojawczyńska (1896-1963); **3 publications** – to the poet and playwright of sentimentalist direction Franciszek Karpiński (1741-1825), born in the Carpathian region, in the village of Holoskiv (now Kolomyia) district in Ivano-Frankivsk Region; to the writer, journalist, prisoner of Soviet colony camps in Kolyma, author of “Book about Kolyma” Anatol Krakowiecki (1901- 1950) and a writer Marcelina Grabowska (1912, Lviv-1986), who was a journalist of the Polish newspaper “Stanislaviv Courier” [“Kurjer Stanisławowski”] in 1931-1933; **2 publications** – to the Ukrainian writer of Polish origin, poet, translator, public figure, teacher and journalist Paulin Świącicki (1841, village of Varshitsa in the Kyiv region – 1876, Lviv), and English writer of Polish origin Joseph Conrad (born Józef Teodor Konrad Korzeniowski, 1857-1924), who was born in Ukraine, in the village of Terekhov, now Berdychiv district of Zhytomyr region; to the writer and playwright Witold Gombrowicz (1904-1969); to the poet, essayist, literary critic, translator, the Nobel Prize winner in Literature (1996) Wisława Szymborska (1923-2012), and to a contemporary writer, author of the novel “Solitude in the Network” [“Samotność w Sieci”] Janusz Wiśniewski (born 1954); **1 publication** – to a writer and poet-moralist, the religious polemicist of the Renaissance, Mikołaj Rej (1505, Zhuravno over the Dniester now Zhydachiv district of Lviv region – 1569); to a historian, writer, director of the Ossolinsky People's Library August Bielowski (1806-1876); to a poet, playwright, one of the three (along with Adam Mickiewicz and Zygmunt Krasiński) of national poets-prophets of Polish literature Juliusz Słowacki (1809-1849), who was born in Kremenets, Ternopil region; to the most prolific author in the history of Polish literature, writer, publisher, historian, philosopher, Polish and Ukrainian public figure Józef Ignacy Kraszewski (1812-1887); to a writer-satirist of German descent, journalist and educator Jan Lam (1838, Stanyslaviv, now Ivano-Frankivsk – 1886, Lviv); to an actress Helena Modrzejewska (1840-1909), who specialized in Shakespeare and tragic roles, popularizing the work of the English playwright; poet, prose writer, winner of the Nobel Prize in Literature (1905) Henryk Sienkiewicz (1846-1916); writer and playwright Stefan Żeromski (1864-1925); poet and publicist Andrzej Niemojewski (1864-1921); playwright, writer of the Armenian origin, translator of Armenian poetry into the Polish language Ignacy Nikorowicz (1866-1951); a teacher, writer, publicist and public figure of Jewish origin Janusz Korczak (1878/79 -1942); a prose writer, poet, feuilletonist, theatrical

critic Kornel Makuszyński (1884-1953), who was born in Stryi (Lviv region now); to an artist, photographer, writer, philosopher, theorist Stanisław Ignacy Witkiewicz (1885-1939); to the playwright, feuilletonist, writer Jerzy Szaniawski (1886-1970); writer and artist of Jewish origin Bruno Schulz (1892, Drohobych now in Lviv region). – 1942, Drohobych), whose books according to numerous literary critics are considered to be from the same league as the works by Marcel Proust and Franz Kafka; to a writer, translator Jarosław Iwaszkiewicz (1894-1980), who was born in Ukraine, in the village of Kalnyk, now Illinetsky district, Vinnytsia region, and, finally, the writer, author of the novel “Ukrainian woman” [“Ukrainka”] Barbara Kosmowska (born 1958).

The research of Polish literature and culture in the field of proper polonistics (the immanent aspect) is devoted to creativity of: Adam Mickiewicz, Jarosław Iwaszkiewicz, Stefania Skwarczyńska, Anatol Krakowiecki, Kornel Makuszyński, August Bielowski, Marcelina Grabowska, Stefan Żeromski, Józef Ignacy Kraszewski and Jan Lam (publications by O. Tsivkach), Stanisław Vincenz (works by O. Tsivkach and by T. Tkachuk), Franciszek Karpiński and Wisława Szymborska (researches by O. Tsivkach and by I. Kozlyk), Stanisław Przybyszewski (works by T. Tkachuk), Stanisław Wyspiański, Stanisław Ignacy Witkiewicz and Jerzy Szaniawski (works by M. Medytska), Polish Futurists (published by D. Rega), Janusz Korczak, Joseph Conrad, Janusz Wiśniewski and Bruno Schulz (published by A. Martynets), Paul Gojawiczyńska (by I. Kozlyk and by N. Ornat).

Scientific research of Polish literary texts made by the members of the department in the professional field of comparative literary criticism (aspects of reception, typology, poetics, as well as focusing on the problems of the cultural borderline situation) is differentiated according to the following problem-thematic vectors:

- Adam Mickiewicz and Ukrainian literature, in particular Ivan Franko, Maksym Rylskyi (articles by V. Matviishyn and by M. Teplinsky);
- Polish literature in the translation heritage of Mykola Zerov, multicultural aspect of Paulin Świącicki’s interpretive activity in the context of Ukrainian-Polish literary ties, Ivan Franko and poetry of naturalism in the context of the Ukrainian-Polish literary ties of the XIX century. (works by V. Matviishyn);
- the problem of the cultural boundary in the Galician press of the late nineteenth and early twentieth centuries, the phenomenon of cultural borderline in the aspect of theoretical and literary identification (works by I. Kozlyk);
- Ukrainian translations of works by Franciszek Karpiński, Juliusz Słowacki, Henryk Sienkiewicz, Andrzej Niemojewski, correlations of Stanisław Vincenz and Gutsul land, Stanisław Vincenz and Ukrainian writers, in particular Ivan Franko, Rostyslav Yendyk, Olha Duchyminskaya, Polish literature and “Literary-Scientific Bulletin” [“Literaturno-naukovyv vistnyk”], culture of Stanyslaviv (Polish literature, journalism, theater) in the context of the border time, Mikołaj Rej and Ukraine, Polish-Armenian relations in the situation of the cultural frontier, reception of Armenian poetry in Ignacy Nikorowicz’s translation activity (works by O. Tsivkach);

- Stanisław Wyspiański and Ukrainian literature, in particular Lesia Ukrainka, Yaroslav Hordynskyi, Petr Karmansky, Vasyl Pachovskyi, Ivan Franko and correlative couple Witold Gombrowicz / Hryhir Tiutiunnyk (publications by M. Medytska);
- Stanisław Przybyszewski and Ukrainian literature, in particular Vasyl Pachovskyi, Volodymyr Vynnychenko, Vasyl Stefanyk, Olga Kobylanska, Mykola Hohol, Lesia Ukrainka, Ivan Franko, the origin and typology of early Ukrainian and Polish modernism at the end of the nineteenth and early twentieth centuries, Stanisław Przybyszewski and Croatian literature and critics (publications by T. Tkachuk);
- Eliza Orzeszkowa and Ukrainian literature, in particular Ivan Franko, Osyp Makovei, Oleksandr Konysky, Olena Pchilka, Taras Shevchenko, Lesia Ukrainka and Olga Kobylanska (works by I. Spatar);
- Bruno Jasiński and Mykhail Semenko on the background of Slavonic futurism (articles by D. Rega);
- Janusz Wiśniewski and Iren Rozdobudko (research by A. Martynets);
- Kajetan Abgarowicz and Yuri Fedkovych (articles by I. Mykytyn);
- Polja Gojawiczyńska and Iryna Vilde (works by N. Ornat).

It should be added that, along with the writers themselves, the objects of studies chosen by the members of the department were also the activities of several researchers, in particular Professor of Jagiellonian University Włodzimierz Mokry (born 1949) (reviewed by M. Medytska, published in 2006 in the 2nd and 3rd issues of Ivano-Frankivsk Scientific Bulletin “Ethnos and Culture” [“Etnos i kultura”]), the heuristic experience of Polish researchers of Stanisław Wyspiański’s works (published in 2008 in volume 10 of “Kyiv Polonistic Studies” [“Kyivski polonistychni studii”]) in an article by M. Medytska “Stylistic definitions of Stanisław Wyspiański’s creativity by the Polish researchers” [“Stylovi oznachennia tvorchości Stanislava Vyspianskoho polskymy doslidnykamy”]), the Doctor of humanities from Lublin Yaroslav Shevchuk as the author of the comparative study of Polish and Ukrainian “young prose” (in review by T. Tkachuk [“Homo excappans’ – labyrinths of thought of the hero of modern Polish and Ukrainian ‘young prose’” [“Labiryntamy myslennia ‘Homo excappans’ – heroia suchasnoi polskoi u ukrainskoi ‘molodoi prozy’”]], published in 2014 in issues 40-41 of the “Collection of Articles of the Pre-Carpathian University. Philology (Literary Criticism)”), as well as Prof. Dr. Hab Bazyli Białozozowicz (1932-2010) (in memories by I. Kozlyk [“Kindness as a way to live and work” [“Dobrota kak sposob zhit i tvorit”]], *Slawista*, Olsztyn, 2010, No. 26-special, April).

In addition to scientific researches, the department participates in the official opposition to the thesis papers dedicated to the study of Polish literature. In particular, M. Medytska was the official opponent of two Ph. D. works in the specialty 10.01.05 – Comparative Literary Criticism: dissertation by Nataliia Lishchynska “Paradigm of Evil in the Modern Ukrainian, Polish and English novel

(Valerii Shevchuk, Stefan Chwin, William Golding)” [“Paradyhma zla v suchasnomu ukrainskomu, polskomu y anhliiskomu romani (Valerii Shevchuk, Stefan Khvin, Viliam Golding)”] (2007) and dissertation by Alina Bazylan “Reception of F. Dostoyevsky in Polish literature of the end of the nineteenth and first half of the twentieth century” [“Retseptsiiia F. Dostoievskoho u polskii the literature of the XIX – pershoi poloviny XX Stolittia”] (2009).

And finally, it should be noted that the research of Polish literature is also at the forefront of the work of other departments of the Faculty of Philology of the PNU, in particular the Department of Ukrainian Literature and Department of Journalism. At Department of Ukrainian Literature these are:

- Head of Department, Prof. Dr. Hab. Stepan Khorob (9 publications, devoted to the comparative study of creativity by Vasyl Stefanyk and “Young Poland”, drama by Vasyl Pachovskyi and by Oleksandr Oles with works by Stanisław Wyspiański and by Lucjan Rydel (1870-1918), artistic thinking by Juliusz Słowacki and by Lesia Ukrainka, Ukrainian expressionist dramas and plays by Stanisław Przybyszewski, and special study poetics of prose by Stanisław Vincenz and drama by Stanisław Ignacy Witkiewicz; published in the “Collection of articles of the Pre-Carpathian University. Philology” in 2000 and 2013-2014, in Kiev journal “Foreign Literature in the Educational Institutions” [“Zarubizhna literatura v navchalnykh zakladakh”] in 2003, in Kolomyia Scientific Bulletin “Vintsenz Studies: Articles, letters, fragments of works” [“Vintsenziana: statti, lysty, frahmenty tvoriv”] in 2008, the “Krakow Notes in Ukraine Studies” [“Krakowskie Zeszyty Ukrainoznawcze”] in 1998, the “Warsaw Notes in Ukraine Studies” [“Warszawskie Zeszyty Ukrainoznawcze”] in 2000, 2005, 2007 and 2009);
- Prof. Dr. Hab Roman Holod (2 publications devoted to the relations between Ivan Franko and Polish naturalism; published in Rivne Scientific Bulletin “Topical Problems of Contemporary Philology. Literary Criticism” in 2008 and Ivano-Frankivsk Scientific Bulletin “Sultanov’s Reading. Topical Issues of Literary Criticism in Comparative Dimensions” [“Sultanivski chytannia. Aktualni problemy literaturoznavstva v komparatyvnykh vymirakh”] in 2014);
- Prof. Dr. Hab Nataliia Maftyn (1 publication, devoted to the study of ethnocentric and polycentric aspects of Western Ukrainian and Polish prose of the interwar twenty years; published in the “Scientific Bulletin of the Pre-Carpathian University. Philology” [“Visnyk Prykarpatskoho universytetu. Filolohiia”] in 2008);
- Ph. D. of Philology, Associate Professor Larysa Shevchuk (Tabachyn) (1 publication devoted to the analysis of the image of the Hutsul world in prose by Stanisław Vincenz and Yaroslava Lahodynska (1903-1936); published in the collection “Scientific Bulletin of the Pre-Carpathian University”(Philology) [“Visnyk Prykarpatskoho universytetu. Filolohiia”] in 2010);
- literary critic, Ph. D. of Philology, Associate Professor Yevhen Baran (9 publications: preface to the bilingual edition of the collection of poems by Bożena Boba-Dyga (born 1967) “Written by the Rain” [“Pysane doshchem”] (New Lviv,

Lviv, 2008), published in “Review of Poems by Kazimierz Burnat (born in 1943)” in 2013 by Zolota Pektoral, reviews of the works of contemporary Polish writers published in Ukraine: the book of essays by Adam Zagajewski “In the Stranger's Beauty” (“U chuzhii krasi”) (2008, printed the same year in Chortkiv journal “Golden Pectoral” [“Zolota pektoral”]), the poetic book by Grażyna Dobrenko “Nykyfor Pobidonosets” (2009, published in Kyiv electronic publishing house “Bukvoid”]); books by Czesław Miłosz (1911-2004) – the book “Alphabeth” [“Abetka”] published in Kyiv electronic publishing house “Bukvoid”) and the book “Great Kingdom of Literature” (“Velyke kniazivstvo literatury”) published in 2011 in the publishing house “Dukh i Litera” in Kyiv (published in the issue No. 42-43 of the collection “Scientific Bulletin of the Pre-Carpathian University. Philology” [“Visnyk Prykarpatskoho universytetu. Filolohiia”] in 2014-2015), the book of documentary prose about the Czech Republic by Mariusz Szczygieł (born 1966) “Gottland” (2010, printed in the Kiev electronic edition “Bukvoid”), the book of essays about Hungary by Krzysztof Varga (born 1968) “Goulash of Turul” [“Gulasz z Turula”] (2010, published in Kyiv electronic publishing house “Bukvoid”); and for the bilingual poetry booklet by Krystyna Lenkowska (born 1957) “Care” [“Turbota / Troska”] (2015, published in issues 1-2 of Ivano-Frankivsk journal “Pereval”) in 2015, published in Lviv in 2014.

The Department of Ukrainian Literature together with Polish colleagues from Jagiellonian University, held scientific conferences in Krakow (1998 – 2011) on “Polish pages” of life and work of Vasyl Stefanyk (Krovytska, 2000)².

At the Department of Journalism, Solomiia Khorob, Ph. D. in Philology, analyzed the reception of science fiction in the works by Ukrainian and Polish researchers (1 publication in the Lublin collection “Sphere of Culture” in 2015).

CONCLUSION

In general, it can be concluded that, despite the individual professional interests and preferences of the members of the Department of World Literature and Comparative Literary Studies of the PNU, a systematic literary study of artistic practices and creative experience of Polish writers takes place on the regular basis. It happens due to the existence of specialization “The Polish language and literature”, available at the university for both, The Bachelor`s and the Master`s degree. Therefore, the further prospects of the development of Polonistic studies in this unit of Ivano-Frankivsk higher educational establishment are directly linked with the strengthening of the corresponding specialty, with the further strengthening and development of the links between the Faculty of Philology of the PNU and the Polish universities, as well as the academic institutions themselves, in particular the Polish Academy of Sciences (PAN).

At the same time, the analysis of the diagrams given above allows us to conclude that we have the completion of a certain evolutionary cycle (period) in the development of literary Polonistics at the Department of World Literature and

Comparative Literature of PNU, which has already exhausted its potential and can generate a certain heuristic inertia. In such a situation, the definition of the prospects of Polonistic research practices of Carpathian literary critics is primarily due to the change of methodological guidelines, that is, with the solution of problems of methodological character.

Notes

1. This statistical research is based on the personal lists of publications in the corresponding field of study given by the professors of the Faculty of Philology of the Vasyl Stefanyk Pre-Carpathian National University, and on the published informational reference sources (ref: Vasylevych et al., 2013; Kozlyk, 2004; Hutsuliak, 2018; Tkachuk, 2012).

2. To these (beyond statistics) it is necessary to add translations of Polish scientific literature in Ukrainian: four years ago in Pre-Carpathian Region there was published the book by Prof. Dr. Hab PAS in Warszawa Urszula Jakubowska “Lviv at the turn of the nineteenth and twentieth centuries” [“Lviv na mezhi XIX and XX centuries”] (Symfoniia forte, Ivano-Frankivsk, 2014, 220 p., translated by O. Tsivkach to Ukrainian, we can also mention and the printed in Russian-language issues of the journal “New Poland” [“Nova Polshcha”] translated by O. Tsivkach to Russian article by Nina Taylor-Terlecka “Laughter after Kolyma, the word about Anatol Krakovetsky” (2008, No. 6 (98), pp. 36-41) and by Mieczyslaw Wilczek, “Revenge of Officials” (2014, No. 2(160), pp. 66-68).

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LUSHCHYK Yuliia

PhD in Education, Assistant Professor,
Foreign Languages Department,
Sumy National Agrarian University,
40021, Herasim Kondratiev Str. 160, Sumy, Ukraine,
E-mail: YuliyaLushchuk@bigmir.net,
<https://orcid.org/0000-0003-4306-1949>.

ABSTRACT

The article deals with the optimization of professional training future agrarians in higher educational institutions of Ukraine based on the experience of Great Britain. The aim of the article is to analyse the main contexts of improving future agrarians' training in higher education institutions of Ukraine based on the experience of Great Britain. The goals of the article are to compare the current provision of future agrarians' professional training both in Great Britain and Ukraine; to consider the principle requirements for future agrarians' training in Ukraine; to highlight the contexts of optimization of future agrarians' training in higher education institutions of Ukraine grounding on the experience of Great Britain. As a result of the research, we have come to the conclusion that the optimization of future agrarians' professional training in Ukraine based on the practices of British higher agricultural education providers should be implemented in such context as the state, regional and university ones. It is reasonable to create a positive image of agriculture and agricultural education within the state context. Regionally it is useful to develop cooperation of universities and local agribusiness. In the university context the documents such as "Ukrainian Subject Benchmark Statement: Agricultural and Food Sciences" and "Ukrainian Employability Profile: Agriculture and Related Industries" should be designed to cover the peculiarities of work in the agri-food sector and provide educational and career guidance. The variability of forms, methods, and means of teaching and learning combining traditional and innovative aspects is also of great importance. All mentioned above will contribute to the optimization of the educational process and increase the

effectiveness of training future agrarians on the ground of all stakeholders' interaction as it takes place in Great Britain.

Key words: agricultural education, future agrarians, Great Britain, higher education institutions, methodological and educational toolkit, professional training, Ukraine, university.

АНОТАЦІЯ

Оптимізація професійної підготовки майбутніх аграріїв у вищій освіті України на основі досвіду Великобританії

У статті розглянуто напрями оптимізації професійної підготовки майбутніх аграріїв в Україні на основі британського досвіду. Метою цієї статті є аналіз основних контекстів удосконалення професійної підготовки майбутніх аграріїв у вищих навчальних закладах України на основі досвіду Великої Британії.

У результаті дослідження в роботі згідно з поставленими завданнями проведено порівняльний аналіз сучасного забезпечення професійної підготовки майбутніх аграріїв закладами вищої освіти Великої Британії й України; розглянуто основні вимоги до професійної підготовки майбутніх аграріїв у вищих навчальних закладах України; висвітлено основні контексти (державний, регіональний, університетський) оптимізації підготовки майбутніх аграріїв в Україні на прикладі досвіду Великої Британії.

У межах державного контексту необхідно створювати позитивний імідж сільського господарства й аграрної освіти; розробити й увести освітньо-кваліфікаційний рівень «Бакалавр з відзнакою» з додатковим роком стажування на виробництві.

Діяльність у регіональному контексті має сприяти співпраці закладів вищої аграрної освіти з представниками фермерства, агробізнесу, суміжних галузей з надання консультаційних послуг, вирішенню питань місцевих територій і населення, харчової безпеки, екології, земле- й природокористування.

В університетському контексті доцільно розробити «Вихідні положення академічних стандартів для аграрних наук і наук про продовольство» для чіткого й сучасного обґрунтування змісту, завдань, очікуваних результатів, відповідних навчальних програм і профілі «Придатності до працевлаштування у сільському господарстві й суміжних галузях» для висвітлення особливостей роботи в агропродовольчому секторі, освітніх і кар'єрних орієнтирів.

Пропонуємо оптимізувати навчально-методичний інструментарій підготовки майбутніх аграріїв на основі варіативності форм, методів, засобів і прийомів навчання, творчого й обґрунтованого поєднання традиційних та інноваційних аспектів навчання та викладання, збільшити сферу використання інформаційно-комунікаційних засобів.

У результаті проведеного дослідження ми дійшли висновку, що напрацювання британських педагогів є корисними для впровадження у

вітчизняну теорію й практику професійної підготовки якісних кадрів для вітчизняного агропродовольчого сектору.

Ключові слова: Аграрна освіта, Велика Британія, заклади вищої освіти, майбутні аграрії, навчально-методичний інструментарій, професійна підготовка, Україна, університет.

INTRODUCTION

Nowadays Ukraine is a participant of current processes of European integration and globalization. These events and intense competition in the domestic and world labor markets as well as renewal rates of agro-food products, production processes, and equipment in agriculture make new requirements for the future agrarians' professional training, its compliance with the needs of society overall and internal needs of the individual in particular.

It is reported that agrarians "have to produce in a more efficient and profitable manner, in a volatile market environment and at the same time, they have to live up to sustainability requirements" (*SWG SCAR-AKIS*, 2017).

International researches confirm that agricultural education impacts positively on the agri-food sector on the whole (Gibbon, 2012; Heanue, & O'Donoghue, 2014; Ison, 1990; *SWG SCAR-AKIS*, 2017). We also consider that the professional training future agrarians in higher education institutions is one of the most important means that can provide the Ukrainian economy with new specialists for the industry, and consequently will cause certain industry updating as a whole.

Overall, the level of future agrarians' training at leading universities of Ukraine is highly rated (Sporysh, 2015). However, experts note that there is a shortage of qualified agricultural specialists at all levels in Ukraine (*Yedyna kompleksna*, 2015). There are several factors negatively affecting future agrarians' training to be overcome by modern higher agricultural education in Ukraine. They are the gap between the results of educational services provision and the needs of agricultural sector; the lack of proper academic and financial autonomy of higher education institutions, and low salaries of academic staff. Practical knowledge, skills and competences of agricultural universities and colleges graduates are inadequate, and their training is too theoretical. The education system lacks an international component and modern teaching technologies, while in some cases pedagogical techniques and scientific activities are far behind world practice. Those mentioned also adversely affect the quality of specialist training (*Yedyna kompleksna*, 2015, p. 75).

Therefore, creative development and implementation of the best practices of world-leading countries, in particular the United Kingdom, as one of the internationally recognized leaders of higher agricultural education is sensible and relevant, as it will create the conditions for providing a basis for improving the professional training of future agrarians in higher education institutions of Ukraine.

With regard to scientific research, features of the current state and future directions and prospects of human resources training for Ukraine's agricultural production are widely discussed (Zhuravskaia, 2009; Kostrytsia, 2009; Lesyk, 2014; Lushchik, 2017; Oleksenko, 2011).

Most scientists are of the opinion that the leading direction of pedagogical science in the field of agricultural education is the preparation of future agrarians not only for effective professional activity but also for the full development of the individual. However, the contexts of optimization of future agrarians' professional training in Ukraine's higher education institutions based on the experience of Great Britain are not well represented, and the issue remains a challenge.

AIM OF THE ARTICLE

The purpose of the article is to analyse the main contexts for improving professional training future agrarians in higher educational institutions of Ukraine on the basis of Great Britain's experience. The goals are as follows: 1) to compare the current provision of future agrarians' professional training in higher education institutions both in Great Britain and Ukraine. 2) To highlight the principal requirements for future agrarians' professional training in higher education institutions of Ukraine. 3) To consider the contexts of future agrarians' training optimization in Ukraine's higher education institutions based on Great Britain's experience.

METHODOLOGY

The methods of analysis, educational research, classification, comparative analysis were used.

RESULTS AND DISCUSSION

Leading scholars take the view that the preparation of highly educated agrarians is an undeniable fundamental factor in the qualitative transformation and renewal of Ukrainian agro-industrial production, ensuring the comprehensive development of rural areas, meeting high social living standards, etc. (Zhuravskaia, 2009; Kostrytsia, 2009; Lesyk, 2014; Oleksenko, 2011).

On the one hand, agricultural university education is an important means of training highly professional personnel for the industry of any country. On the other hand, it is generally acknowledged that the dominant factor influencing agricultural education is the development of agriculture and related industries since they are "customers" and "consumers" of agricultural specialists concurrently. So, a brief comparison of agriculture both in the UK and Ukraine is sensible.

The factual evidence shows that nowadays agricultural businesses across the UK contribute to improving the quality of life. They not only meet people's quality food requirements, but they also affect positively on their well-being, provide conditions for rest and recreation, develop the rural territories, enrich urban space with greenery, protect natural heritage and environment. Employment in the UK's agriculture amounts to 1.135% in 2018 as for *The World Bank Data*.

Ukraine's agro-food production has historically played an important role in the country's economy. It is considered that our country has good preconditions for the

development of a significant agricultural sector. Experts note that agriculture alongside IT is now one of the key drivers of Ukrainian economy (Kovalova, 2019). In addition, the share of agriculture in the employment structure of Ukraine is 15.253% (*The World Bank Data*, 2018).

In considering the agricultural sectors of the two countries, it is worth noting that the UK's one is small relative to the UK economy as a whole in comparison with the Ukrainian one. Agriculture, forestry, and fishing value-added (current US\$) amounts to 16.053 billion in the United Kingdom and 13.263 billion in Ukraine in 2018. But there is a difference in the GDP of agriculture value-added. Ukraine's indicator (10.137%) is higher than the UK's (0.568%) one. However, there is the bigger productivity of the UK's agriculture (on average in 10 times) in comparing with Ukraine's one. Agriculture, forestry, and fishing value-added per worker (constant 2010 US\$) is 47,811.695 in the UK while it is 5,099.263 in Ukraine (*The World Bank Data*, 2018).

It can be explained with low efficiency of resources using, outdated equipment and machinery, obsolete technology and lack of high-qualified employees capable of implementing new managerial approaches and world best practices in Ukraine. Higher professional agricultural education is one of the important means that can provide the economy with new professionals, which will consequently contribute to the renewal and development of the agricultural sector.

Therefore, we consider it advisable to address the current provision of training future agrarians in the UK and Ukraine.

Agricultural education providers of Great Britain have a number of specific features that are considered in more detail below. Thus, training future agrarians is delivered by further education colleges / FECs, monotechnics (Harper Adams University, Royal Agricultural University, and Writtle University College), and at the faculties of universities. The three mentioned monotechnics train 20% of the industry's specialists. At the same time, further education colleges are also important providers of agricultural education and train at least 40% of agricultural students (often in cooperation with higher education providers). Further education colleges are of particular importance to the local area, both in the field of student engagement and in business relations. The other 40% of agricultural education is provided by the departments or faculties of universities (*Review of provision*, 2007).

According to the information from Universities and Colleges Admission Service in the UK, 43 providers – universities and colleges – deliver higher education undergraduate courses on agriculture and agricultural sciences (UCAS, 2018). In general, the number of students studying agriculture and related subjects in the academic years 2017 - 2018 amounts to 18680 people (*Higher Education*, 2018). In addition, agriculture is considered to be the UK's fastest-growing subject and a smart career choice (Truss, 2016).

Nowadays, higher agricultural education in Ukraine is delivered by the network of 22 higher agricultural education institutions, including 17 universities (12 of them have the status of national and 1 research one), 2 academies, and 3 institutes in the structure of universities (*Statystychno-analitychni doslidzhennia*, 2019, p. 4).

At the present stage agricultural higher education institutions prepare future agrarians in accordance with the list of knowledge areas and specialties updated and significantly close to the European requirements. So, knowledge areas “Agrarian sciences and food” covers 8 specialties, namely: Agronomy, Plant Protection, and Quarantine, Gardening and Viticulture, Food Technology and Processing of Animal Products, Forestry, Gardening and Landscaping Design, Aquatic Bioresources and Aquaculture, Agro-Engineering. In addition, agricultural higher education institutions train specialists in such specialties as Finance, Banking, and Insurance; Economics; Accounting and Taxation; Veterinary Medicine; Veterinary Hygiene, Sanitation, and Expertise; Electricity, Electrical Engineering, and Electromechanics.

It should be noted that, compared to 2017 in 2018, the number of Bachelor’s degree specialties increased from 49 to 51, and Master’s degree from 44 to 46 ones (*Statystychno-analitychni doslidzhennia*, 2019, p. 7).

Among students enrolled in full-time undergraduate courses 60.8% study agricultural specialties, 17.9% study economic ones, 2.5% – building and construction, 3.8% – food and processing, 2.6% – computer technology, and 12.4% study other specialties (*Statystychno-analitychni doslidzhennia*, 2019, p. 19).

Lviv National Agrarian University, State Agrarian and Engineering University in Podilia, Sumy National Agrarian University, Uman National University of Horticulture, Kharkiv Petro Vasylenko National Technical University of Agriculture and National University of Life and Environmental Sciences of Ukraine offer the widest range of specialties to applicants (Skydan, & Samoilenko, 2016, p. 77).

Analysis of the full-time students’ enrolment rates reveals that students’ admission to specialized agricultural specialties as well as other ones tends to decrease steadily. It is undoubted that the dynamics of student contingent of Ukraine’s higher education institutions, including agricultural universities, has been significantly influenced by the demographic situation regarding the decrease in the number of secondary school leavers (demographic bottom in 2018) (*Statystychno-analitychni*, 2019, p. 35).

Agricultural education understandably must be integrated into the socio-economic process, as it is to solve the problems of competitive, efficient and socially-oriented industry development. Thus, substantiating the conceptual scheme of future agrarians’ training in higher education institutions of Ukraine, V. Oleksenko emphasizes that future agrarians, in addition to their specialty and high qualification, must have some personality characteristics, among them: to think independently, to see future difficulties and to look for ways to overcome them rationally; to acquire competencies consciously, understanding how and where they

can be applied; to adapt to rapidly changing life situations, to be able to generate new ideas, acquire new knowledge independently and apply it skilfully and practically to any problem; work with information productively, to be able to find, analyse, and collate information with similar one, to hypothesize, make generalizations and conclusions (Oleksenko, 2011, p. 117).

Thus, in general, updating future agrarians' training in higher education institutions should focus on bringing up highly qualified and skilled professionals, which navigate modern professional innovations easily, think independently and critically, are ready to research, capable of self-fulfilment in professional activity.

Reforming and developing Ukrainian higher education in general, and agricultural one in particular, the national heritage and traditions of higher education should be preserved, as well as European and world integration with the Bologna process should be followed.

When it comes to the national vector of agricultural education improvement, we support N. Kostrytsya's opinion. "The agrarian component as a specific feature of social relations in Ukraine has always taken a significant place in the formation of the Ukrainian national consciousness. In this regard, the participation of Ukraine's higher agricultural education in the Bologna transformations should be aimed at preserving the best national traditions in the education and training system" (Kostrytsia, 2009, p. 257).

Priority measures for improving higher agricultural education are defined at the state level (*Yedyna kompleksna*, 2015, p. 76). "Taking into account that education should be proactive, today it has the task of providing the agricultural sector with highly-skilled, competitive and mobile professionals in the labour market, who could work in the new socio-economic conditions, act independently and make optimal decisions in irregular situations, command perfect modern production technologies. Therefore, the first and foremost task facing higher education institutions today is to ensure the quality of education in accordance with the requirements of modern agro-industrial production. Agricultural education is a powerful scientific and educational complex that provides agricultural producers with the necessary personnel, develops university science, promotes sustainable development of rural territories" (*Statystychno-analitychni doslidzhennia*, 2019, p. 4).

A comparative analysis of the agricultural sector of Ukraine and Great Britain, as well as future agrarians' professional training in higher education institutions of these countries, demonstrate a significant difference between the two countries and their educational systems. In 2005 Ukraine accepted the Bologna Accords, but the whole process of educational changing is not completed. The process of globalization goes on. Moreover, one of the state policy principals in the area of educational system of Ukraine stipulates "international integration and integration of higher education system of Ukraine into the European higher education area,

provided that the achievements and progressive traditions of the national higher education are preserved and developed” (*Pro vyshchu osvitu*, 2014).

We believe that British education has valuable pedagogical accomplishments in the field of future agrarians` training in the broadest sense. Therefore, this provides us with a basis for outlining ways to solve problematic issues in Ukraine’s higher agricultural education, taking into account the best practices of high agricultural education in the United Kingdom.

In the light of mentioned above, the British experience of training future agrarians in higher education institutions of Ukraine can be implemented in the following contexts: state, regional, and university ones.

The state context covers creating a more positive image of agriculture and agricultural education. There is no bias towards agriculture in general and agricultural education in particular as a non-prestigious and unpopular career in British society unlike in Ukrainian one. “In farming, as in gardening, I happen to believe that if you treat the land with love and respect (in particular, respect for the idea that it has an almost living soul, bound up in the mysterious, everlasting cycles of nature) then it will repay you in kind”, – HRH, the Prince of Wales (En.wikipedia.org, 2019). By the way, the Prince, who is President of the Royal Agricultural University, meets students, staff and industry specialists and inquires about practical activities and workshops held at the University’s Rural Innovation Centre. In general, he promotes education, innovation and knowledge exchange in agriculture. He emphasizes the undeniable importance of agricultural education and agriculture for the successful development of the United Kingdom (*Royal Agricultural University*, 2017).

It is worth mentioning that at the UK’s governmental level it is pointed out that “British food and farming is a fantastic brand, recognised and admired around the world” (Truss, 2016). The new British generation is constantly motivated being excited about farming. Nationally a lot of opportunities are seen and represented in farming through agricultural education – like new technology, increasing sustainability and adding value through the food chain. “By opening itself to the widest pool of people, this great industry is harnessing all the available talent” (Truss, 2016).

Media also stimulate the increasing popularity of higher agricultural training in Great Britain. In particular, BBC Countryfile has devoted a set of episodes to young people in agriculture (*Young Farmers Compilation*, 2016).

Therefore, the implementation of measures supporting Ukraine’s agriculture and agricultural education at the highest level, as well as by the mass media, will create the preconditions for increasing the attractiveness of work in agribusiness, the acquisition of agrarian professions in higher education.

The state should support and develop greater autonomy of universities by implementing one of the methodological foundations of the new Law on Higher Education of Ukraine. Ukraine’s universities have the potential and foundation to

care for the content and quality of education, developing their training programmes for future agrarians independently. In this case, it should be recalled that British higher education institutions have broad autonomy in curriculum design, reflecting a high degree of public confidence in universities.

As new standards for higher education are currently being developed and implemented in Ukraine, we share A. Naidonova's opinion on the feasibility of introducing a Bachelor Honours Degree (Naidonova, 2015), which exists in higher agricultural education in Great Britain, with an additional year of training at an enterprise that will facilitate early meaningful collaboration between employers and potential agrarian professionals.

In the regional context, the experience of British higher education institutions on providing advisory services to the local community, farmers, businesses, agricultural production, and local authorities will be useful for Ukraine's universities. Thus, it is a question of forming in the market environment the image of an educational institution capable of being supportive to production and the general public.

Following the British example, it is the universities' domain to become both creators and translators of the latest knowledge, technology, industrial and management experience in agriculture and related fields at the local level. Both sides benefit from the cooperation of universities with different representatives of local communities. The university community has a basis for conducting research and validating their results by engaging in solving the region's problems. Another important aspect covers the educational process, which is enriched by a practical component.

In the university context for updating future agrarians' training Ukraine's agricultural institutions should intensify their educational and career guidance work aimed at delivering young people with information about the role of agriculture, agricultural education and industry experts in overcoming environmental and food security issues, intensively run by UK universities. They organize relevant events, field trips, open days, etc. (*Royal Agricultural University*, 2017). Ukrainian universities should make greater efforts to educate and involve students in activities concerning existing and potential food security risks, encouraging young people to find ways to overcome the issues (annual Global Challenge on Food Security and Agriculture, international youth agro summits, Google Science Fair and many more).

Another important step that is able to modernize the image of Ukrainian agricultural education, which can be borrowed from British providers, is the rebranding. In addition to traditional specialties, education institutions in the United Kingdom are offering new ones, emerging by demand for rural employment diversification: in the fields of agro-tourism, alternative energy, environmental agriculture, consumer sciences, etc.

Ukraine's agricultural universities should develop academic and student mobility by

expanding relationships with national and international educational, research and business partners, as is the case in Great Britain. For example, the Royal Agricultural University collaborates with British institutions and with institutions in China, Hong Kong, the United States, South Africa, New Zealand, Canada, Australia (*Royal Agricultural University, 2017*).

There is now a leaving from the traditional interpretation of agrarian professions in the context of the “human-nature” system, caused by a change in the activity orientation of the agricultural specialists, and coming closer to the “human-human” system. Increasing ties with the world of work, the development of social dialogue, the expansion of cultural boundaries have led to an increase in the role of communication in the professional activities of agrarians. In view of the above, the issue of advanced study of foreign languages (both by students and academic staff) in Ukraine’s agricultural education institutions is updated in the light of future agrarians’ communicative competence development. Foreign languages proficiency gives an opportunity to get acquainted with world scientific achievements, experience, as well as to enter the world educational space.

It is sensible to develop “Ukrainian Subject Benchmark Statement. Agricultural and Food Sciences” consensus-based and drawing on the example British “Subject Benchmark Statement. Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences” (*Subject Benchmark, 2016*) for a clear and up-to-date substantiation of the nature and specifics (content, objectives, goals, expected learning outcomes, etc.) of Ukrainian training programmes. British document lays the foundation for the design of future agrarians’ training programmes and anticipates the expected learning outcomes of bachelor’s degrees in terms what they need to know, do and understand on completion of their studying.

Developing new mono- and multidisciplinary modular programmes in Ukraine’s agricultural higher education institutions that are proactive and meet the needs of rural employment diversification is an important task. Modern employment market determines that fact that the practice of deep division of labour in agriculture and the corresponding system of training highly specialized workers have run its course. Although the traditional discrete-disciplinary model of learning has a number of advantages, it is impossible in its frame to fully address some of current important challenges, such as: ensuring the integrity of students’ acquisition the modern content of education, as well as the obtainment of systematic knowledge, skills and competences (Lesyk, 2014).

Based on both British and Ukrainian scholars’ researches, there is a necessity of transition from disciplinary to interdisciplinary and transdisciplinary thinking and practice in general and in the field of higher agricultural education in particular. In terms of interdisciplinarity, any problem is considered not in isolation but in context as part of a particular system. Comparing disciplinary and interdisciplinary education, D. Gibbon draws attention to a range of peculiarities. The basis of disciplinary agricultural education is the development of technical means; teaching

(with a dominant teacher's role); individual experts' researches; positivist-realistic epistemology; problem solving and logic of reasons. Interdisciplinary agricultural education focuses on the development of adaptive productivity based on adaptive learning; joint researches involving farmers; constructivist epistemology; not just eliminating the problem, but improving the situation; logic of intentions (Gibbon, 2012, p. 97).

Considering agricultural education as the basis for research in agriculture it is noted that the disciplinary approach leads to researches focusing on biophysical parameters taken out of context; developed solutions; invariant, absolute results; controls and manipulation of the environment; attempts at social engineering. In contrast, interdisciplinary education promotes researches leading to structural changes; discussion of potentialities and tasks within the limits of human intentionality; adaptive efficiency and adaptive management, adoption of multiple perspectives; controversial conditional results, creation of teams, groups, coalitions, platforms, networks; co-evolution of society and environments, etc. (Gibbon, 2012, p. 97).

Transdisciplinary training involves learning and solving problems based on the joint participation of different community parts to solve the complex problems of society. Since solutions are developed in cooperation with many stakeholders, peer-to-peer learning takes place, the knowledge of all participants is enhanced (Gibbon, 2012, p. 96).

Therefore, it is fundamental for any agriculture degree to integrate the natural sciences, the disciplines focusing on the productive sectors, and those meeting social, economic and environmental needs based on sustainable development. As the subject of agricultural activity is human, economic and nature jointly, it is the multidisciplinary approach in the process of education and research that enables British agricultural graduates to be competitive in the modern labour market. In general, Ukrainian scholars interpret interdisciplinarity as the development of integrated courses in which individual scientific disciplines are brought together under a common concept or general framework (Zhuravskaia, 2009, p. 149). We support N. Zhuravskaia's opinion that the application of an interdisciplinary approach is aimed at educating students' broadmindedness, lateral thinking, ability to solve common cross-sectoral problems, to see the relationship between fundamental research, technology and production needs as well as the ability to evaluate effectiveness of innovation and organize its practical implementation (Zhuravskaia, 2009, p. 149).

Practical implementation of various programmes in the field of agriculture and related industries, including training specialists in economics, environmental production, consumer sciences, food safety, green tourism, etc. in Ukraine's agricultural higher education institutions as is the case at British universities will contribute to improving the quality of agriculture management, food security, rural development both the particular region and the country as a whole. Programmes

diversification would allow Ukrainian students, like the British ones, to focus on mastering the courses most corresponding to career and personal preferences (Lushchuk, 2017).

Improvement of module education at Ukrainian universities in training future agrarians (following the UK's practices) is an important element of integration of fundamental and professionally-oriented disciplines. Modularity embodies the principle of flexibility and adjustment to the needs of the practice, facilitates deployment of proactive learning while training professionals with advanced skills both in basic sciences and in the field of technological development of agricultural-industries. The aspects of management, economics, environmental interactions, sustainability, and bioethics, as well as agrarians' responsibility for the wider consequences of agricultural activities, are of great importance.

Based on the British experience, Ukraine's agricultural universities should increase the elective component of future agrarians' training, allowing students to select learning modules independently according to their personal preferences and professional aspirations. Such an approach can increase students' motivation and interest in learning, develop a sense of responsibility for their future.

While designing programmes the practical component, for example, a managed placement or work-based learning should be increased. This involves high education institutions cooperation and interaction with potential employers in the development of both training programmes and "industrial attachment". It can create prerequisites for minimizing the divergence between the theoretical and practical training and bringing learning content closer to the real demands of the labour market.

Learning in the professional environment is one of the main points for awareness, and sometimes for students' rethinking of personal value system. It is a common tradition for British higher agricultural providers to incorporate practical learning projects with agricultural enterprises ("practice learning"). This includes making it procedurally possible that students learn (more) outside the classroom, next to (general) traineeships. Research results show that students learn a lot from practical settings in which they work for, or together with enterprises. They gain many different competences. In general, they are very enthusiastic about working in real-life business cases. The entrepreneur gains by getting fresh, open-minded ideas and interesting new 'work forces' (SWG SCAR-AKIS, 2017).

During "industrial attachment" students' training is directly merged with professional activity and as a consequence, their assessment and acceptance of professional values occur more actively and "personally". In general, the better the students' work placement system, which links theory to practice, the higher the quality of training.

It is advisable Ukrainian agricultural higher education institutions together with all stakeholders to start creating "Ukrainian Employability profile: Agriculture and related industries" such as the UK's "Employability profile: Agriculture, Forestry,

Agricultural Sciences, Food Sciences and Consumer Sciences” (*Employability profile*, 2007), which would highlight the peculiarities of work in the agro-food sector, provide educational and career guidance and, accordingly, contribute to the formation of young people’s deliberate career choices and the qualitatively new staffing of agriculture.

In addition, it is advisable to deploy an inter-university Career Service for students and alumni. British agricultural universities, where such ones operate, are examples. University Career Service offers guidance and career advice to students and graduates. This ensures that future agrarians receive up-to-date knowledge whilst making valuable contacts with industry employers. It provides access to a wide range of resources about occupations, employment, and study opportunities, a large list of job vacancies on the university’s job portal; provides one-to-one guidance from a professionally trained career adviser; offers email advising on specific queries and CV checking service; organizes skill training sessions focusing on CV writing and interview skills; holds annual careers fairs open to all students and so on (Royal Agricultural University). According to statistics, 90% of the Royal Agricultural University graduates are in employment within six months of leaving it, being regularly recruited by some of the world’s leading organisations (*Royal Agricultural University*, 2017).

Given the rapid ageing of the acquired knowledge in the agricultural sector, it is appropriate to shift the emphasis from reproductive methods of knowledge development to the formation of a culture of self-development, the use of productive methods and approaches to mastering relevant knowledge and skills. In other words, it is necessary to optimize the educational and methodological toolkit for training future agrarians based on the variability of forms, methods, means, and techniques of training, a creative and reasonable combination of traditional and innovative aspects of learning and teaching.

Traditional educational paradigms based on reproductive learning are being replaced with new innovative pedagogic methods both in Great Britain and Ukraine.

Currently, the leading educational model of training future agrarians in British higher education institutions is the “learning paradigm”. It is characterized by shifting from the passive acquisition of learning material, facts and routines to the active application of ideas to problems. This approach is implemented in three main areas. First, agrarian students must be given more autonomy by the development of flexible, learner-centred curricula as opposed to teacher-centred one. This enhances students’ responsibility, develops their leadership, innovation, creativity skills.

Second, the emphasis must be placed on the application of concepts or knowledge to problem situations of industrial, developmental, environmental or organizational nature, and reaching an agreement about the problem in working with people. That is the creation of a problem-determined learning system, where the essence of the

problem and the needs of the learners determine the content of the training (Ison, 1990, p. 8–9).

One of the agrarians' professional training efficiency criteria, along with their ability to increase productivity and modernize production is the ability to lifelong self-learning, personal and professional development. So, third, greater responsibility and power given to the students encourages them to understand the real world better (Ison, 1990, p. 8–9).

Mentioned above covers the necessity to implement many different formats for teaching and learning for the development of students' subject-specific knowledge and abilities, and generic skills into the educational process of Ukrainian agricultural universities. It is a good idea to deliver students both traditional lectures and their more modern interpretations, focused on the principle of active learning: press conferences, debates, lectures using multimedia presentation, etc. A fact of great importance is the integrated development of practical classes in and outside the laboratory (defined broadly and including a range of specific facilities), workshops, field works, visits to commercial and industrial agribusiness, consumer organisations, public services, policy-making bodies and research organisations etc., creating opportunities for work experience as a logical complement to the theoretical component.

The British tutorials (individual and group; supervised and practical ones) as one of the ways of interaction among teachers and students have significant didactic potential in the context of Ukrainian agricultural education.

The application of step-by-step discussion and controlled discussion, as well as the student-led seminars, presentations, debates and so on, can contribute a lot to updating the traditional seminars in the Ukrainian agricultural education system.

Generally speaking, priority should be given to teaching and learning formats, focused on creating, analysing and solving problems arising in agricultural production related to certain technologies application and also forcing future agrarians to act in accordance with current situations, to be responsible for socio-economic, environmental and food secure impacts, to enhance the development of sustainable agriculture and rural areas.

It is an important point that methodological toolkit (forms, methods, means) of training future agrarians in Ukraine can be improved by introducing progressive forms of education approved in the UK. Traditional paradigms both in Great Britain and Ukraine based on “presential” education, when the student is actually present in the classroom, are being enhanced with new innovative pedagogic methods and remote learning. Examples are: blended learning (integrating presential and virtual methodologies), mobile learning (when students work from different devices like tablets, notebooks, and smart mobiles), and flipped classrooms (when students develop videos for fellow students to gain better comprehension on a certain topic). We also mean such forms of learning with ICT tools as online lectures, web conferences, webinars, multimedia presentations, as well as applying *Moodles*

(Modular Object-Oriented Dynamic Learning Environment) and *PRSs* (Personal Response System), effective feedback by emailing, electronic assessment of learning outcomes and individual work, etc., which are widely used by UK's agricultural education providers. The researches illustrate that methodologies that allow students to prepare the lessons beforehand with a focus on exchanging ideas and experiences during presential lessons are very effective. However, for a successful learning process, the application of ICT learning tools should be concentrated on providing adequate conditions for interaction and exchanging knowledge and views among the participants.

Therefore, fascination with ICT should in no case displace the forms of interpersonal interaction between the teacher and students or students with one another.

In general, it is necessary, according to British experience, for Ukraine's higher education institutions to create conditions for effective integration of ICT in the process of training future agrarians, namely: to develop and enact the infrastructure which covers various possibilities for students and teachers information access; integrates students and teachers knowledge and capabilities; changes both content and nature of teachers' and students' activity in the educational process, emphasizing more active, creative and responsible role of learners.

Another aspect of meaningful use of British agrarians training practices, which cannot be ignored, is the distance education. Pointing out that agriculture is a particularly difficult area for distant education at a higher level, since while theory can be taught at a distance, ultimately agriculture is a practical science and needs land and equipment, British scholars remark that even practical scientific skills can be taught at a distance with innovative technologies (Cook, 1998).

As the role of distance education in the world is increasing, the development even particular elements of future agrarian training programmes for distance teaching and learning, as is the case in Great Britain, could be the first step in the further deployment of distance agricultural education in Ukraine.

CONCLUSION

As a result of the research, we have concluded that the experience of British agricultural education providers is useful for implementation into Ukraine's theory and practice of highly qualified agrarians training.

From this standpoint, the principle contexts for optimization of future agrarians' professional training in higher education institutions of Ukraine should be state, regional and university ones. The implementation of mentioned above can facilitate to resolve the shortcomings of higher agricultural education, optimize the educational process and increase the efficiency of future agrarians' professional training based on the cooperation of students, staff, and representatives of the agricultural sector due to taking into account the requirements and aspirations of all stakeholders.

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SPECIFICS OF VIDEO MATERIALS USING IN THE CONTEXT OF AUDIO-VISUAL METHOD

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PIKULYTSKA Liudmyla

Senior Lecturer,
Foreign Languages Department,
Sumy National Agrarian University,
40021, Herasim Kondratiev Str. 160, Sumy, Ukraine
E-mail: trussia@ukr.net
<http://orcid.org/0000-0001-5780-4454>

ABSTRACT

The article deals with the specifics of video materials using in the context of audio-visual method. The aim of the article is to highlight and analyse the features of video materials using in the context of audio-visual method, as one of the effective methods of mastering oral foreign language competence. The goals of the article are to analyse the theoretical grounds and principles of the audio-visual method of teaching English at the current stage; to characterize the specific features of the materials for the method; to reveal methodological features and benefits of using this method. As a result of the research, we have come to the conclusion that the use of video helps to solve a number of tasks: it gives a motivation to learn a foreign language, allows students to deepen their knowledge of unknown authentic material, broadens their outlook, activates all kinds of communication activities, makes the process of listening more efficient, increases the activity of students. Using the audio-visual method in its most up-to-date version, one can significantly facilitate the problem solving of spontaneous foreign language proficiency.

Key words:

Audio-visual method, communicative competence, exercise, listening, principle, spontaneous speech, video material, visual aids.

АНОТАЦІЯ

Особливості використання відео матеріалів у контексті аудіо-візуального методу

У статті розглянуто специфіку використання відеоматеріалів при застосуванні аудіовізуального методу під час навчання студентів іноземних мов. Мета цієї статті – представити теорію і практику застосування відео матеріалів у контексті використання аудіовізуального методу.

У результаті дослідження в роботі відповідно до поставлених завдань висвітлено специфічні риси відеоматеріалів як основного засобу; репрезентовано методичні засади і практичні аспекти застосування цього методу.

Теоретичним підґрунтям аудіовізуального методу є концепція прямого методу, психологічною основою постає теорія біхевіоризму, розширена сучасними теоріями активного розвитку.

За допомогою аудіовізуального методу створюються спеціальні умови, близькі до природних, у яких функціонують мовні ситуації. Цей метод сприяє швидкому формуванню великої кількості елементів спонтанного мовлення.

Використання різнопланових відеоматеріалів на занятті з іноземної мови сприяє вдалій презентації матеріалу в реальному контексті; практикуванню навичок аудіювання; представленню ситуацій для драматизації на занятті; закріпленню мовного матеріалу в різних ситуаціях спілкування; збагаченню словникового запасу; стимулюванню спілкування; навчанню іншомовній культурі та виявленню міжкультурних відмінностей.

У статті запропоновано систему практичних занять на основі аудіовізуального методу для його успішного використання на всіх етапах процесу навчання, при навчанні всіх видів мовної діяльності, особливо при навчанні сприйняття мови на слух і при навчанні мовлення.

Пропонуємо розширити комплекс навчально-методичних засобів і прийомів навчання на основі аудіовізуального методу, творчо поєднавши традиційні та новітні аспекти викладання.

У результаті проведеного дослідження ми дійшли висновку, що застосування відеоматеріалів допомагає розв'язати низку завдань: дає стимул для вивчення іноземної мови, дозволяє слухачам поглиблювати свої знання на незнайомому автентичному матеріалі, розширює світогляд, активізує всі види комунікативної діяльності, робить процес аудіювання ефективнішим, підвищує активність студентів. За допомогою аудіовізуального методу в його найсучаснішому варіанті можна суттєво наблизитися до розв'язання проблеми володіння спонтанним іноземним мовленням.

Ключові слова:

Аудіовізуальний метод, аудіювання, відеоматеріал, вправа, комунікативна компетенція, наочність, принцип, спонтанне мовлення.

INTRODUCTION

Expanding business and cultural relations with other countries leads to new requirements for the study of English as a foreign language. Knowledge of a foreign language is an integral part of higher education, the key to professional success, a respected student's career. Achieving a high level of foreign language proficiency requires thorough language training in higher education institutions. The need to train a highly qualified specialist who meets all the modern requirements makes it necessary to find innovative approaches to learning a foreign language, to satisfy the state's request for a competent and fluent foreign language speaking specialist.

In the context of globalization processes, communication of young specialists is not only through correspondence, but, increasingly, directly with colleagues, business partners, native speakers. Not only Standard English but Casual English is required. However, the limiting number of classroom hours to learn a foreign language in higher education institutions and lack of opportunities being able to communicate with native speakers during foreign language training is a major learning problem. Thus, there is a need to use modern technologies such as videos and films during foreign language lessons, which will allow you to immerse learners in a foreign language more deeply and improve their communication skills in a foreign language.

Nowadays language teaching is practical. The training aims to master students' communicative competences, allowing to realize the acquired knowledge, skills in real-life situations. Achieving a high level of foreign language proficiency is impossible without fundamental language training. The teacher must know the latest methods and techniques of teaching a foreign language and to be able to choose an appropriate method in accordance with the level of students' knowledge, needs, and interests. One of the main tasks in the process of mastering a foreign language is overcoming the influence of the mother tongue.

The methodology of teaching a foreign language nowadays continues to develop actively; effective teaching systems are created using various means and forms of presentations of lexical, grammatical and speech material. In the complex, all learning systems form the communicative as a whole and the skills and abilities of oral and written speech in particular. But achieving the final goal of mastering a foreign language depends on many factors, one of which is the correct selection of teaching methods.

It is well known that there are many teaching methods in the teaching of foreign languages. The most common among them are grammar-translated, cognitive, audio-visual, conscious-practical, communicative, transformational, audio-lingual. They also represent the structural components of language teaching methods, such as direct, communicative, textual and translated ones. Undoubtedly, each method has both strong and weak points, but under certain conditions, each method has its objective value.

It is interesting to note that, for many decades the audio-visual method has been dominant in the teaching schools of Europe and the United States and continues to be relevant today in contrast to the national one.

Although, the use of audio-visual aids in language teaching has become a common trend in the process of foreign language learning and teaching, there is not sufficient study on this issue, especially in the Ukrainian higher education institutions context.

Taking into account mentioned above, in our opinion, the research and analysis of the audio-visual teaching method will serve to introduce useful foreign achievements when teaching English as a foreign language.

AIM OF THE ARTICLE

The purpose of the article is to highlight and analyse the features of video materials using in the context of audio-visual method, as one of the effective methods of mastering oral foreign language competence. Tasks: 1) to analyse the theoretical grounds and principles of the audio-visual method of teaching English at the current stage; 2) to characterize the specific features of the materials for the method; 3) to reveal methodological features of using this method.

METHODOLOGY

Theoretical research methods were used for writing the article, such as comparison and systematization ones. They made it possible to compare and analyse the various principles of the audio-visual method based on literary sources on the problem as well as to systematize the data.

RESULTS AND DISCUSSION

The problem of finding innovative teaching methods is not new. Traditionally not only the content and the tasks but also the methods of teaching foreign languages have been closely linked to the needs of society.

Therefore, at the present stage, when the practicality of using the language is in the first place, it is appropriate to use methods that will contribute to the preparation of students for foreign language communication. Specialists involved in teaching foreign languages should use a variety of forms and techniques that will stimulate and encourage speech activity. In the scholarly discussion about teaching methods, the Ukrainian researcher V. Chaika, whose opinion we share, states that without them (methods), it is impossible to achieve the set goals, to realize the content of the learning material, to organize the cognitive activities of students. The teaching method is an important link in the didactic system: purpose – content – methods – forms – learning outcome (Chaika, 2011).

The analysis of the scientific literature shows that the educationalists are interested in this problem. In foreign practice, studies in this field are related to the names of scientists such as P. Gouberina (Gouberina, & Rivenc, 1964), J. Gougenheim (Gougenheim et al., 1956). They stated that the new foreign language material was intended primarily for hearing, and its meaning was revealed by means of visual non-verbal aids. The language material was selected based on live spoken language.

For this purpose, dialogues were recorded in public places: at shops, train stations, banks, etc. Certain grammatical structures and lexical units were selected to be remembered.

Some educationalists have focused on stimulating students' motivational sphere while using the audio-visual method. It is believed that audio-visuals help the teachers to make the classroom interesting and enjoyable. It is generally said that students like the language class when teachers use different audio-visual materials because it motivates them to pay more attention in the class, and they can relate their learning with their real-life (Çakir, 2006: 67).

N. Mathew and A. Alidmat conducted a study on the usefulness of audio-visual aids. In their study, they explored how the use of audio visual methods facilitates the work of language teacher. They found that using audio-visual aids in language teaching was helpful for both the teachers and the students. Both parties claimed that it made the class interesting and effective (Mathew, & Alidmat, 2013).

According to D. Freeman, it helps the learners to have a clear idea about the subject through those visual materials (Freeman, 2000).

Some other authors pay much attention to the language aspect of the audio-visual method using. A. Shchukin's works also merit attention. In his opinion, the audio-visual method is often used to quickly immerse a student in the sphere of communication with native speakers (Shchukin, 2010).

Researcher O. Shkrabo, who called this method high-speed or structurally-global, has useful experience in this field because language acquisition is based on specially selected structures that are perceived holistically (globally) (Shkrabo, 2013, p. 544). According to N. Tsisar, this technique allows demonstrating real communication situations and their linguistic reflection; provides dynamic and versatile perception of language material; increases motivation to learn the language; contributes to visual and auditory speech perception; extends the geography of the language environment; demonstrates a variety of intonations, types of voices, which avoids of understanding only teacher's voice and tempo of speech (Tsisar et al., 2016).

Summarizing the above, we can suggest that the value of the audio-visual method of teaching a foreign language is obvious. This method creates special conditions that are close to the natural conditions in which language situations operate. The audio-visual method contributes to the rapid formation of spontaneous speech.

The audio-visual method originated in France in the 1950s due to the great interest in the problem of mastering a foreign spoken language in a short period. Its grounds were developed by a team of linguists and methodologists at the Research Centre for the Study and Dissemination of French Abroad CREDIT which was part of the University of Saint-Cloud. The creators of the method are P. Rivenc and P. Gouberina.

The methodological basis of this method is the concept of the direct method, the psychological basis is the psychological theory of behaviourism. In the theory of audio-visual method, the ideas of behaviourism are manifested primarily in

exaggerating the value of the stimulus-response scheme to master the language and, as a consequence, to pay particular attention to tasks that are designed for mechanical repetition. Comprehension of grammatical units at the stage of skill formation is excluded, and only the approximate overall meaning of the sentence and expression is given.

In the linguistic reasoning of the audio-visual method, the creators based on the concept of F. de Saussure, the founder of the structural direction in linguistics. Supporters of the method stated that during learning a foreign language for practical purposes, the object of study should be “speech” but not the language (as it was typical for classes based on grammatical-translated method). Speech activity allows using a foreign language in the process of communication. They believed that sentences were the basic unit of learning and insisted on the holistic character of the perception and reproduction of sentences. Supporters of this method considered the various types of dialogical replies became the basis of practical activity. Thus, the vocabulary selection, the presentation of lexical and grammatical material in the form of dialogues, typical for different communication situations were a new step in the organization of oral foreign language learning.

Based on the above, the researchers highlight a wide range of reasonable principles of the audio-visual method.

The principle of reliance on spoken language. As the main purpose of learning is the practical acquisition of the language as a teacher uses spoken language in a dialogical form rather than literary texts as a material for learning. According to the theorists of the method, such texts contain many irrelevant materials for the development of oral speech and do not contribute to the achievement of the learning goals.

The principle of oral learning and oral anticipation. Oral speech is the basis of learning. Students are trained to understand the language, then to master the skills of reproduction, and only after that their ability to express thoughts orally or in writing. In this case, there is a link of the direct method with an audio-visual one. In accordance with the principle of oral anticipation, work is organized in the following order such as listening – speaking.

The principle of situationally. The learning material is introduced in the form of dialogues that reflect the situations of everyday life. The advantages of the audio-visual method are the thoughtful selection of communication situations and the lively emotional nature of the dialogues. Such an approach increases students’ interest in the lessons and their motivation for learning.

The principle of functionality. Using this principle requires the practical learning of grammar. The content of speech dictates the choice of means of expression. The material is offered in the form of models and speech patterns inherent in different communication situations, which determine the sequence of effective learning of the material.

The principle of globality. The introduction and perception of speech material are carried out in the form of holistic structures. So this method is often referred to as a structural-global.

Non-translated principle. The mother tongue is taken out of the learning system as much as possible. The new material is semantized by the use of visual aids and the meaning of words is also interpreted through the use of the vocabulary known to students.

The principle of visual-auditory synthesis. Practical classes involve the use of auditory (audio) and visual aids in the form of film (video) frames. The image and sound are provided simultaneously. It provides a visual-auditory synthesis. Thus, the meaning of new material is revealed through images. Sound contributes to a better understanding of the situation realized visually (Kapitonova, Moskovkin, & Shchukin, 2008, p. 66).

We fully agree with I. Soina's opinion about double purpose using the audio-visual method (Soina, 2018). The first purpose suggests that the whole learning takes place in accordance with the audio-visual method. Students are immersed in an atmosphere of language learning where they listen and receive visual underpinning. Special learning materials are created for this purpose.

The second purpose involves the audio-visual method during individual work, as this method has a large information resource and allows to simulate the communication situation (Soina, 2018).

The use of varied video materials in a foreign language class is appropriate when it is necessary to introduce the material in a real context; to practice listening skills; to present situations for dramatization in the classroom; to sum up and train language material in different communication situations; to enrich the vocabulary; to stimulate communication or discussion; to teach a foreign language culture; to demonstrate cross-cultural differences.

Modern technologies significantly simplify the use of audio-visual methods during foreign language learning. Not only specialized educational films but also feature films can be demonstrated to cause more interest in the student audience and promote some additional motivation for learning a foreign language. Teachers can download different videos appropriate for learners from the Internet. As there are thousands of ready-made videos designed for language teaching, teachers can easily choose one according to their needs.

Audio-visual aids help the teachers to bring a significant change in the class environment as well as in the teaching process. By using audio-visual aids in the class, teachers can present a topic both verbally and visually which is very helpful for the learners to pay more attention in the lesson. They can make a correlation between the verbal and non-verbal as well as abstract and concrete issues. There are some abstract things in language which is difficult to explain verbally. The subject may not be clear to the learners, and they may struggle to catch what the teacher is going to mean. However, by using different visual aids, teachers can make the

learners understand better. If the verbal and visual things are presented together, learners can get the information quickly. R. Mayer claimed that, if the instruction is given in the class using both words and visuals, learning becomes faster (Mayer, 2001).

Educational video is defined by scientists as a specially prepared methodologically and directorially audio-visual learning tool, designed to reproduce real situations of speech communication and has a great power of emotional impact on the learners due to the synthesis of the principal types of visual aids (visual, auditory, motor, non-linguistic).

Videos can facilitate language teaching in diverse ways. It makes the classroom interesting removing the monotony of the learners. Moreover, it helps the learners to generate ideas for discussion. It makes the class more interactive and effective. D. Çakir reported that the use of video in language teaching ensures authentic language input to the learners. Moreover, using content-related videos helps the learners to conceptualize the ideas and get in depth thought on that topic. Besides, learners can concentrate on the use of contextual language in the videos along with non-verbal features of language that helps them to have a better understanding of the target language use (Çakir, 2006, p. 67).

We completely agree with the opinion of C. Cunning-Wilson. He discussed the benefits of using videos in language teaching stating that video provides stimuli to the learners which facilitate an opportunity for the learners to get a background schema of the subject. Also, the use of videos helps the learners to have an idea of the stress and rhythm pattern of the target language (Cunning-Wilson, 2001).

As T. Secules, C. Herron and M. Tomasello stated: "Video offers language learners opportunities to see the dynamics of communication, and because such materials are widely available, it may offer a better and feasible option for listening comprehension" (Secules, Herron, & Tomasello, 1992, p. 480).

While watching video students get an idea of how the language is used and works in real communication. In addition, the film performs a cognitive function. It introduces the country which language is studied, its culture, history, traditions, life to the students (Shkrabo, 2013).

However, an important issue in the context of the use of video material in the learning process is its selection. Several national and foreign scholars have presented criteria for selecting videos for learning in their work. They suggested the main criteria of the material, which assess their appropriateness or inappropriateness of use for a particular learning purpose. Grounded criteria include the following points: motivational significance; the extent of moral and ethical influence on the student; aesthetic value; socio-cultural potential; compliance of vocabulary of the video and the vocabulary of students; genre diversity and relevance to the topics offered by the curriculum; authenticity; in adherence of students' gender and age preferences. The priority must be that the selected video encourages students to continue their active oral speech. An

important point that regulates the effectiveness of this method is the systematic and rational use of video materials in the classroom (Nishchik, 2013).

Moreover, sometimes, it becomes very difficult to find video materials for the learners of the elementary level. If the audio-visual aids are not related to the contents, they may mislead and make learners confused. That is why teachers need to be careful while selecting the audio-visual materials for their learners.

The frequency of presentation of video materials, their duration depends on many factors (number of lessons per week, level of learners, stage of the study, technical capabilities of the university). Thus, video materials are selected for teaching language considering all the factors above.

As noted above, the audio-visual method has the potential to be used during individual work (Soina, 2018). We'd like to emphasize that during individual work the video must be provided with subtitles in either a foreign or native language that can be used by students with different knowledge levels. The sound of the video must last no longer than 5-10 minutes and be divided into semantic fragments, which can be repeated several times during the practice.

The fragments must also have a complete plot. The characters' speech should be clear and understandable, not too fast and with natural pauses between sayings. It is advisable with a limited number of jargon expressions and interjections, with a clear accent or dialect for the audience, without unnecessary extraneous sounds.

In general, video materials help in the perception of language material, improve memory and brain function, forcing students to use their own life experiences to draw parallels with already existing knowledge.

Researcher S. Nikolaeva offers a system of practical lessons in a foreign language based on the audio-visual method consisting of four coherent stages: presentation, explanation, summing up, development (Nikolaieva, 1999, p. 241).

1. Presentation. The purpose of this stage is to introduce new material and assimilate it with reliance on visual-auditory images. The teacher organizes frame-by-frame video viewing with audio recording, while watching students can repeat the statements aloud. This exercise will help them semantize unknown material.

2. Explanation. The purpose of the stage is to complete the learning of the content of the video as a result of its frame-by-frame processing. The teacher demonstrates the video and at the same time comments each frame, explains the new vocabulary. The teacher then asks questions about what has been viewed and finds out the level of material understanding by the students. If it is necessary the teacher explains lexical or stylistic material once more.

3. Summing up. At this stage, the formation of speech skills is ensured and the level of prepared speaking within the film theme is reached. Student's individual work should be organized here, during which the student listens (if necessary) or watches a video and performs assignments to it. As a result pronunciation skills, the rhythm of speech, phrase intonation are formed. If it's necessary the teacher corrects students' mistakes. During the lesson students perform various exercises based on

what they have seen, for example, answer the questions; replace words with close meaning; ask a question; determine where the statements true or false; describe something or somebody using keywords and phrases.

4. Development. At this stage, the formation of speech skills and the level of spontaneous speech on the topic of the lesson are achieved based on acquired skills. For this purpose, students are offered a variety of creative assignments that provide easy reproduction of information received. At the stage of development the teacher often uses the following tasks: retell the content of the video (briefly or in detail), voice the video, describe the main characters, participate in the discussion of this video, act the video.

As you can see, these four stages involve a learning goal and are completed by the teacher's control.

For successful viewing of any film, cartoon or video clip, researcher O. Shkrabo recommends performing the exercise system according to four stages. They are a presentation, video watching stage, the stage of control of understanding, the stage of practical understanding (Shkrabo, 2013).

Thus, at the presentation stage, it is advisable to offer the following exercises to students: to translate and discuss new words (the teacher prepares the list of words beforehand based on audio-visual material); to listen to adjectives, verbs and to name the nouns which they are used with; to listen to speech patterns and examples of their use in different situations; to listen and repeat phrases consisting of more than 10 words; to suggest the topic of the fragment-based on the processed material; to highlight the keywords. This list of exercises is not complete, but it gives an idea of a possible variant of work with audio-visual material at the presentation stage.

At the stage of video watching doing of any exercises is impractical, as students need to focus on understanding and perception of the received information, to monitor the articulation and speaking of the characters. After completing the work on the fragments, students are proposed to watch the full film (cartoon, etc.).

At the stage of control of information understanding it is advisable to use the following exercises: to identify the true-false statements; to read the text and insert the missing words according to the content; to get acquainted with two or three headings to a fragment and choose the most suitable, comment on the choice; to identify meaningful parts and write them a title; to act a watched fragment; to transform the dialogue / monologue from the fragment in the form of a monologue / dialogue; to evaluate the fragment from its novelty, informativeness; to discuss problematic issues; to answer the questions to the fragment; to choose the only correct variant of answers from several given ones.

After completing the work with the fragments students are offered a demonstration of all audio-visual material. After watching the video the teacher provides students with exercises that allow determining the level of complete and critical understanding of audio-visual material: to answer the questions concerning the

general content and individual details; to make a summary / annotation / review; to divide into sections and write headings to them; to evaluate the actions of the actors; to organize discussion based on various value judgments about the material. In our opinion, it is appropriate to use educational videos of BBC production on various topics. The use of BBC videos is linked to different activities. In most of the classes, the activities based on the audio-visual aids are divided into three parts: pre-activity, viewing activity and post-viewing activity. Before demonstrating a video teacher stimulates students' cognitive activity with propositions to think over the purpose of video watching as well as the usefulness of received information, etc. During viewing activity, students are asked to take notes. There are different types of post-viewing activities including, question-answer sessions, filling in the blanks, giving individual / group presentations, writing essays / paragraphs, matching information, sharing a reflection, finding main ideas and so on.

The practical application of the audio-visual method while foreign language learning can be highlighted in the case of the following exercises.

For example, to activate vocabulary learning on topic Food, it would be a good idea to watch "Ainsley's Greek Kleftiko Parcels" (*Ainsley's Greek*, 2012).

Before watching the video the teacher asks the students to discuss the set of questions (Are barbecues popular in your country? What type of food do you cook on them?).

To prepare the students for video perception, the teacher must prepare language material. In this way, vocabulary is practised to perform the previewing exercises (lamb, oregano, pepper, garlic, cheese, a lemon, tomatoes, oil, salt, a bay leaf, a frying pan, a knife, a plate, a bowl, a spoon, a fork, to grill, to stir, to boil, to chop, to sprinkle, to pour, to marinade, to squeeze out, to wrap up).

Then students not only watch the video but also complete the tasks while viewing. For example, to number the ingredients in the order the cooker adds to the dish (fresh oregano; lemon juice; a bay leaf; salt; tomatoes; pepper; lamb; olive oil; cheddar cheese; garlic).

Students watch the video again and complete the recipe.

(Ainsley's Greek Keftiko Parcels

I am going to show you an easy way of cooking Kleftiko on a barbecue. First, take some lamb. ___ it into small pieces and place them into a large bowl. ___ them with delicious Greek olive oil. ___ juice from one small lemon. Then ___ fresh oregano and sprinkle it over the bowl with meat. Next ___ some garlic. Finally, add some salt and pepper. ___ them often with a spoon. If you have time allow the meat to _____. Then _____ meat on large square tinfoil. ___ along it chopped fresh tomatoes and top with a slice or two of cheddar cheese. ___ with a bay leaf. ___ your parcels up. ___ them on a barbecue. When they are ready ___ them with grilled bread and garlic sauce).

To comprehend students' understanding of the material, true/false assignments are offered. (1. Ainsley cuts some pork. 2. He pours meat with Greek olive oil. 3. He

chops some fresh oregano. 4. He adds some mint and pepper. 5. He squeezes out the juice from one lemon. 6. He places marinade lamb on tinfoil, etc.).

Besides, students answer the questions. (1. Where is Ainsley Hariot? 2. Why does he travel all over the world? 3. Who shows him how to cook traditional food? 4. What is the favourite Greek dish? 5. How long does it take you to cook Kleftiko on the barbecue?).

Then students are offered to watch the video again and cross out the incorrect alternative. (1. This fascinating / beautiful country has a lot of dishes but the most favourite is Kleftiko. 2. The Greek cooked chicken / lamb on a great fire. 3. I've also got here some nice fresh / dried oregano. 4. If you have time allow the meat to marinate for an hour / some hours. 5. You need to cook / fry Kleftiko parcels for about 40 minutes. 6. They taste of Kleftiko parcels is absolutely good / delicious. 7. Ainsley shows how to cook garlic / pepper pitta fingers).

Then a discussion of the problems is provided. The teacher gives exercises after viewing. (1. Would you like to eat Ainsley's Kleftiko parcels? 2. Do you know any other good things to have on the barbecue? 3. What ingredients does it have? 4. How do you cook it?).

Sometimes students may face some difficulties when watching the video. The first problem is the occasional lack of clarity of the sound of the video materials. As a result, they may find it difficult to get the meaning. Also, most of the materials are prepared by native speakers, and it is sometimes challenging for students to grasp their pronunciation. Hence, the teacher needs to reproduce the video again.

Many students who wish to succeed in learning a foreign language prefer to work individually as opposed to collective. Therefore, the extra-curricular individual work of students with video material can be seen as one of the important aspects for developing skills in listening, reading, writing and speaking in a foreign language.

It is quite clear that students' individual work within the audio-visual method must be subject to certain stages, which can be a promising direction for further research. Combining the efforts of learning a foreign language with the use of audio-visual aids during the lesson and individual work produces good results under the condition of constant use of them.

CONCLUSION

While watching a video and doing appropriate exercises, a process of students' formulation listening skills takes place which involves the development of speaking skills, and then writing. In other words, watching a video and performing tasks encourage students to think and talk, and thus the communicative orientation of learning is realized. Successful use of the audio-visual method is possible at any stages of the learning process, when learning any kind of communication activities, especially listening comprehension and speaking.

Undoubtedly, foreign language can be learnt by relying on printed text or engaging audio. However, the benefits of the audio-visual method are obvious: watch → understand → activate into speech. Mastering a language based on a multichannel

way of perceiving information is a good chance for students to learn how to choose words that allow them to achieve significant learning success.

The use of video helps to solve a number of tasks: it gives a motivation to learn a foreign language, allows students to deepen their knowledge of unknown authentic material, broadens their outlook, activates all kinds of communication activities, makes the process of listening more efficient, increases the activity of students.

Due to the new possibilities of means of modern technologies, the audio-visual method is increasingly used in learning. One of the important educators' goal is to create audio-visual learning aids designed for visual, auditory or visual-auditory perception. Such learning aids can be educational (contain methodically processed material, specifically intended for use in practical training in a foreign language) and non-educational (feature films, illustrations). Nowadays, many higher education institutions of Ukraine have special video libraries.

Further research may be related to the development of guidelines for the creation of foreign language learning videos for students at different stages of the study. In general, additional research, both theoretical and practical, will be promising to clearly define the role of the audio-visual teaching method. Using the audio-visual method in its most up-to-date version, one can significantly facilitate the problem solving of spontaneous foreign language proficiency.

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LEONID FRIZMAN ABOUT IVAN FRANKO AND HIS LITERARY-AESTHETIC POSITIONS

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PRYKHODKO Vira

PhD in Philology,
Associate Professor,
Department of Ukrainian and Foreign
Languages,
Kharkiv State Academy of Physical Culture,
61022, Kharkiv, Klochkovska St., 99.
E-mail: ukr.in.mova@gmail.com ,
<https://orcid.org/0000-0003-3828-9121> .

ABSTRACT

The article explores the monograph by Leonid Frizman, «Ivan Franko: A Look at Literature». In his book about I. Franko, L. Frizman studied the literary and aesthetic positions of Ivan Franko, their genesis, evolution and impact on the literary process of our time. The aim of the article is to study the critical activities of L. Frizman in the context of his interest in the literary and aesthetic positions of Ivan Franko. According to L. Frizman, the critical legacy of I. Franko is a unique phenomenon in world literature, since Franko belongs not only to Ukrainian, but also to world literature, which he got interested since childhood. I. Franko was fond of books about Dante, W. Shakespeare, J. Goethe, G. Byron, whose works were studied in gymnasiums and were translated into all languages of the world. Twenty-year-old I. Franko got acquainted with the first novels of E. Zola, which were published in Russian and Polish translations, read Ch. Dickens, read out the early stories of L. Tolstoy and other literary classics.

L. Frizman writes about the multifaceted activities of Ivan Franko - prose writer, playwright, literary and theatrical critic, translator and publisher, children's writer, historian, ethnographer, linguist and bibliographer, nominated for the Nobel Prize, that causes pride, respect and appreciation among the current generation. The literary and critical heritage of I. Franko amounted to twenty volumes and is a unique phenomenon in world literature. L. Frizman considered I. Franko to be a

European researcher, a broad-minded person, in our opinion, that was L. Frizman himself. L. Frizman constantly emphasizes that I. Franko was a man of truly encyclopedic horizons, who passionately wrote about various literature. In the worldview of I. Franko, the features that made his art world related to Western European writers in the light of new public moods, introducing a special shade of drama into his work, clearly appeared.

Key words: L. Frizman, literary and aesthetic position, I. Franko, monograph «Ivan Franko: A Look at Literature», literary process, world literature.

АНОТАЦІЯ

Леонід Фрізман про Івана Франка та його літературно-естетичні позиції

У статті досліджується монографія Леоніда Генріховича Фрізмана «Іван Франко: Погляд на літературу». У своїй книзі про Франка Л. Фрізман розглядав літературно-естетичні позиції Івана Франка, їх генезис, еволюцію і вплив на літературний процес сучасності. Метою статті є дослідження критичної діяльності Л. Фрізмана в контексті його інтересу до літературно-естетичних позицій Івана Франка. На думку Л. Фрізмана, критична спадщина І. Франка є унікальним явищем в світовій літературі, оскільки І. Франко належить не тільки українській, а й світовій літературі, інтерес до якої прокинувся у нього ще в юнацькі роки. І. Франко захоплювався книгами про А. Данте, У. Шекспіра, І. В. Гете, Дж. Байрона, твори яких вивчалися в гімназіях і були перекладені на всі мови світу. Двадцятирічним І. Франко знайомився з першими романами Е. Золя, які вийшли в російському і польському перекладах, читав Ч. Діккенса, зачитувався ранніми розповідями Л. Толстого та інших літературних класиків.

Л. Фрізман пише про багатогранну діяльність І. Франка – прозаїка, драматурга, літературного і театрального критика, перекладача і видавця, дитячого письменника, історика, етнографа, мовознавця і бібліографа, висунутого на здобуття Нобелівської премії, що викликає гордість, повагу і вдячність у нинішнього покоління. Літературно-критична спадщина І. Франка склала двадцять томів і є унікальним явищем у світовій літературі. Л. Фрізман вважав І. Франка європейським дослідником, людиною широкого обрію, на наш погляд, таким був і сам Л. Фрізман. Л. Фрізман неодноразово підкреслює, що І. Франко був людиною воістину енциклопедичного кругозору, пристрасно писав про різні літератури. У світогляді І. Франка явно проступали риси, які ріднили його художній світ з західноєвропейськими письменниками в світлі нових суспільних настроїв, що вносили в творчість особливого відтінку драматизму.

Ключові слова: Л. Фрізман, літературно-естетична позиція, І. Франко, монографія «Іван Франко: Погляд на літературу», літературний процес, світова література».

INTRODUCTION

The name of Leonid Frizman is well known to philosophers and publicists, literary critics in Ukraine. Universities in England, France, Italy, Germany, Israel and other countries invited him to share scientific experience, regarding him as a brilliant lecturer, a widely erudite and intelligent literary critic (Dudek, 1979), (Ferenczi, 1992), (Goes, 1980), (Kjetsaa, 1974) , (Mináriková, 1982), (Smidt, 1979), (Szymczyk, 1977). His books belong to world culture and literature, they are in demand in many countries, translated in different languages of the world. He was my colleague, I knew him for 35 years. Therefore, I can confidently assert that the basis of his literary and critical work is erudition, which is concluded, mainly in the literary framework.

Leonid Henrikhovich Frizman (09.24.1935 - 06.27.2018) is a Doctor of Philology, Full Professor, the author and compiler of more than 45 books, more than 550 articles. He especially highlighted the monographs «The Life of the Lyric Genre» (1973), «Decembrists and Russian Literature» (1988), and «Pushkin Seminar» (1995). He published books about M. Maksimovich and S. Raiser, A. Galich, B. Chichibabin, he owns a monograph about I. Franko. His book «Such a fate. The Jewish Theme in Russian literature» gained great popularity. After death, a book about Naum Korzhavin «Unfinished means unsaid» was published.

AIM OF THE ARTICLE

The aim of the article is to study the critical activities of L. Frizman in the context of his interest in the literary and aesthetic positions of Ivan Franko, this study complements and refines the prevailing ideas about L. Frizman as a comprehensive Ukrainian researcher in the scientific world of the 21st century.

METHODOLOGY

The methods of action research, research and development, rhetorical analysis, literary analysis were used.

RESULTS AND DISCUSSION

«The First Pushkinist of Ukraine» Leonid Henrikhovich Frizman was born in Kharkiv, the former capital of Ukraine, a city of three cultures - Russian, Ukrainian, Jewish. He lived a great and vibrant life, but he always easily overcame the artificially created geographical restriction indicated by fate. L. Frizman had a deep interest in the eternal philosophical problems, directly speaking about them in his literary and journalistic work.

In the article «He Lived Between Us» K. Bondar emphasizes that owing to persistence, hard work and dedication, L. Frizman achieved great success in all areas of his activity: in his scientific work - in the study of the history of Russian literature of the 19th - early 21st centuries, the history of genres and literary relations in teaching and training of scientific personnel (Bondar, 2018).

One of the distinguishing features of L. Frizman in his research work was his irresistible urge to follow his own path, suffered in the Soviet period, when his multifaceted activities did not always fit within the limits of ideological literary studies and uninterrupted executive activity in administrative work. In his literary studies, this idea was manifested and revealed in a peculiar vision and in the «new outlook», in a new perspective, seemingly «well forgotten» and investigated by well-known literary critics.

The scientist tells about an attempt to publish in the early 60's his article with a new analysis of A. Pushkin's poems «Defamers of Russia» and «Borodino Anniversary» (A. Tvardovsky's speech with «A word about Pushkin» in February 1962, inspired him) and also about the censorship in 1968 of his seditious article «The Irony of History», written for A. Tvardovsky, headed by the «New World».

In the administrative activity, a clearly organized working plan of the department helped the staff to focus its attention on the discussion of contemporary burning problems of literary studies and the results of scientific reports on the participation in scientific conferences in Moscow and Leningrad (now St. Petersburg), in the traditional «Hertsen's Reading» named after A.I. Hertsen, in Taganrog and Odessa with reports, about the meeting results, and other novelties of literature, etc.

Living the whole life in Ukraine, L. Frizman investigated contemporary problems of Ukrainian literary studies, Russian-Ukrainian relations were under consideration as well, the scientist tried to prove that not only literary critics, but also ordinary readers of different nationalities living in Ukraine, read in the original T.G. Shevchenko's works and cited them by heart, read Ivan Franko and other poets. He provided "proper modern" research on their literary and journalistic activity, while displaying an unbiased attitude to them from the Russian-speaking population, who mainly knew Franko as a staunch Democratic revolutionary.

«Our great Kameniar» - he remained in the memory of most admirers of his talent in Soviet literature and history, while forgetting that Franko devoted hundreds of articles and notes to writers and people from different countries. In the book «The Works of Ivan Franko. Old and New» (1911) the author expressed a wish that his works «be blown by the healthy wind of national consciousness, sober and yet through poetic understanding of life, the highest treasure that will never allow him to despair» (Losievsky, 2017, p. 583).

How consistent are these words to the thoughts of L. Frizman himself, who sometimes had something to despair about! In one of his conversations with his students, he jokingly compared himself to a cyclist for whom to stop - means to fall (Losievsky, 2017, p. 604).

I. Franko's critical heritage is a unique phenomenon in world literature, as Franko belongs not only to Ukrainian but also to world literature, an interest to former he awakened in his youth. Franko got interested in books about Dante, Shakespeare, Goethe, Byron, whose works were studied in high schools and were translated into all languages of the world. The sympathy for the heroes of the works proved so persistent that Franko wrote his own poem, «The Death of Cain», whose image had alarmed him since the translation of Byron's Cain, Franko confessed in a letter from 1889 to M. Drahomanov (Frizman, 2017, p. 523). M.T. Rylsky in the «Death of Cain» underlined the thought of "the bitter fate of Franko" (Rylsky, 1956, p. 13).

In the chapter «A Look at Western Classics» L. Frizman draws attention of modern readers to one essential side of Franko's literary and critical activity, which «was guided also by the educational motives, the desire to open the door to the Ukrainian reader to the treasure of world culture, inspired by Dante's self-love and humanistic views, Franko inherent conviction in the human right to freedom and happiness, the denial of all forms of authoritarianism and despotism» (Frizman, 2017, p. 472). «The logic of thoughts and the persuasiveness of the arguments in Franko's articles were repeatedly amplified by his emotional, imaginative speech, juiciness of polemics, oratorical receptions, influenced not only the mind but also the feelings of his reader», – concluded I.Y. Losievsky (Losievsky 2017, p. 602).

L. Frizman, remaining the prominent scientist, researcher and popularizer of the relationships between creativity between I. Franko and L. Tolstoy, I. Franko and N. Hohol, I. Franko and I. Turgenev, I. Franko and M. Saltykov-Shchedrin and other equally well-known writers and critics, highly appreciated the achievements of literary connections in the treasure of world cultures.

The ability to see the phenomenon as a whole, in the entity and development of the genre and style, with a thoughtful attitude to detail is well known to anyone who has ever read L. Frizman's work, and his relentless desire to impart a «fresh glance on things» to many of his students. A fresh look at Franko's creative works allowed the scientist to agree with the words of the poet P.S. Karmansky, who called Sixty-year-old I. Franko the «Eagle with Broken Wings» paying tribute to the inexhaustible energy, courage and spirit of I. Franko.

The universal ideals of justice, brotherhood and freedom are not empty slogans by I. Franko, as well as his rejection of patriotism on duty, as the highest value of any country or any people: «Because your patriotism is a / Festive clothing, / And my work is a hard work as a, Irresistible fever / You love princes in it, / Hetmans, domination, / But it hurts me with / Perpetuates suffering. » (Frizman, 2017, p. 37).

I can confidently say that L. Frizman, by virtue of his character, never wrote for anniversary dates or custom themes. Colleagues knew that he was always very self-sufficient in his choice of researching materials. In 2005, Frizman wrote a book about the distinguished literary critic and textologist S.A. Raiser, a native of Ukraine, but lived in Leningrad all his life.

In my opinion, L. Frizman was an optimist, consciously and freely choosing topics for research. He had never hidden his respect, friendship and sympathy for Leningrad scientists, colleagues from the Pushkin House, but he was annoyed and offended by their forgetfulness, bitterly forgotten scientific works of S. Raiser in particular. «*"A Book to the Century"* (about S. Raiser - highlighted Prykhodko) was not written by any of his numerous colleagues, whom he had worked with in the northern capital for more than half a century, not one of his disciples, but Frizman, who lived and published this a book in distant Kharkov by that time» (Losievsky, 2017, p. 598–599).

It is often mistakenly suggested by literary critics that L. Frizman probably had the idea to write about Franko in 2016, when the whole country celebrated the 160th anniversary of his birth and the 100th anniversary of the death of the Ukrainian «Kameniar». Not the dates are the crux of the matter. It was important to remind the Ukrainian reader once again that Ivan Franko, who knew almost by heart the poetry of T.G. Shevchenko, as a poet, may be inferior to T. Shevchenko, but Ivan Franko's versatile activity as a prose writer, playwright, literary and theatrical critic, translator and publisher, children's writer, historian, ethnographer, linguist and bibliographer nominated for the Nobel Prize, deserves pride, respect and gratitude of current generation.

Creativity and active patriotic position of I. Franko, the great Ukrainian writer, publicist, man of clearly democratic way of thinking, who loved Ukraine, have introduced a whole epoch in literature, as well as the works of L.N. Tolstoy, I.S. Turgenev and others. Undoubtedly, their creative heritage (I.S. Turgenev (1818-1883), L.N. Tolstoy (1828-1910), I. Franko (died May 26, 1916)) - have contributed significantly to the development of literature and it is obvious that the peculiarity of the artistic worldview of the writers added a sharply individual color to their realistic method. Their literary activity is one of the most enormous phenomena in the history of Russian and world culture, a peculiarity of artistic perception of the world, in many respects, predisposed to further ways of development of art.

I. Franko's literary and critical heritage, including twenty volumes, is a unique phenomenon in world literature. In any case, readers and contemporary youth, literary scholars have a good understanding of the importance of L. Frizman's book, not only for the history of literary studies, but also in the moral and ethical sense, important in the education for both new generations of researchers and lovers of European literature and culture.

By right, Russian literature represented by its outstanding writers - Turgenev, Tolstoy, Dostoevsky - was European in essence. It should be noted that the Russian literature of the beginning of the XIX century could not yet become equal with the Western European literatures, first of all, because of Russian literary language, brought by Pushkin to the highest stages of art, was not properly formed.

The topic of historical memory and the question: who should determine the eternal values of European culture and literature? - Contained in the reflections of modern

philosophers and writers. The 2006 Nobel Prize winner, Orkhan Pamuk, by means of his literary hero, Cevdet Bey (Orkhan Pamuk's novel «Cevdet Bey and His Sons» is a family saga reminiscent of three generations in the spirit of Thomas Mann), asks his sons and grandchildren. They all studied in England, travelled around Europe, came from a wealthy Istanbul family, in their own way perceiving the process of transition to a new way of European life, to new values and priorities.

Cevdet Bey has spent all his life trading business with European countries, understood and was convinced that “progress is needed, we must become at least a little like Europeans! But to be like Europeans is not to dance, speak French and wear a hat. *The importance of rights and freedoms must be understood* (Prykhodko emphasized) (Pamuk, 2007, p. 51). As he grew older, he considered travelling to Europe a waste of money, and his grandchildren's stories about Europe seemed not to be listened to but to «absorb the youthful air».

Twenty-year-old I. Franko got acquainted with the first novels of E. Zola, which were published in Russian and Polish translations, read Ch. Dickens, the early stories of L. Tolstoy and other literary classics.

In 1876, Franko's first review appeared, entitled «The Word of Criticism», that is an accurate, well-aimed “word”, described by N.V. Hohol, and his further reviews of the books of the writer I.G. Verkhatsky, were positively treated by criticism. Franko «wrote articles so different from one another that it was hard to imagine that they came from the pen of one author. Even prominent publicists of the time like Chernyshevsky or Dostoevsky could not be compared with him», admits L. Frizman (Frizman, 2017, p. 72).

The beginning of 1880-s is a time of radical evaluation of the history and culture of the past, a strange, intermediate time in the history of not only literature and social thought. On the one hand, that years were marked by a complete crisis of populist ideology and caused by pessimism, the absence of a common idea; «sleep and gloom reigned in the hearts», as A.A. Blok later said in the poem «Retribution» (Etova, 2006, p. 32). On the other hand, the writers were not able to give a clear and meaningful picture of being from the point of view of some general universal idea. But the intense search for a new generalized outlook on the life of that time, interaction with religious, philosophical and ethical concepts related their artistic world of national writers to European writers.

It is impossible to understand and appreciate the popular creative work of L. Frizman, without knowing the intricacies of the socio-political life of that time. It seems to us that people of a different culture and mentality are not always able to catch the literary hints of I. Franko, obvious to his contemporaries. Researchers argued that at the end of the 19th century, an intention to rebuild the world (which prevailed in the 1860s and 1870s), shifted to the idea of self-change, when empirical life, the fact of reality, comes to the fore. In this statement, I. Franko was close in spirit to such writers as F.M. Dostoevsky, L.N. Tolstoy, V.G. Korolenko, A.P. Chekhov and many others.

L. Frizman through the titles, through the epigraph introduces the reader and researcher into the rich polyphonic world of his book about Franko, revealing the interpenetration of literary criticism and journalism. L. Frizman notes that «epigraphs to literary and critical articles are a relatively rare thing. They are not often found in Franko» (Frizman, 2017, p. 62).

It is all the more important to state that their function is nontrivial, and in many cases needs to be independently explained.

The epigraph, as a "word" facing the text, communicates a huge amount of information. The traditional definition of an epigraph is given in the «Literary Encyclopedic Dictionary»: «epigraph (from Greek epigraphē – inscription) - an inscription, a short text placed by the author in front of the text of the composition or its part and representing a quote from some authoritative source for it - the work fiction, folk art, sayings. In an aphoristically short form, an epigraph often expresses the main conflict, theme, idea or mood of a work, contributing to its perception by the reader» (*Literary Encyclopedic Dictionary*, p. 1987).

It is known, the epigraph allows to express an author's idea (point of view or assessment) under the guise of a mask, as if from another person; it is important that the epigraph does not look like composed by the author, but as coming from any authoritative source and has a specific reference. The epigraph reflects the corresponding intention of the author himself.

«The critic and the public are two people talking. Belinsky» (Frizman, 2017, p. 4). Such is the epigraph in the book of L. Frizman. He points to the themes and problems of the work, prompting the reader to think and interpret many of his chapters, while setting the direction for such an interpretation. The epigraph, as a "word" facing the text, communicates a certain amount of information. Opening the inner meaning, the subtext of the work, the indicated epigraph reveals and clarifies the features of the philosophical and aesthetic views of the researcher himself.

In the preface: «The Conversation of the Author with the Reader» L. Frizman warns that «The critic-writer always judges other writers according to the laws recognized by him for his own work. Therefore, writer's criticism is an endless mixture of insights and delusions, and the author's "delusions" are no less expressive than insights» (Frizman, 2017, p. 15).

Exposing an epigraph, the author seems to open the boundaries of his own text, connects its content, meaning, style to what was said before in the languages of different cultures. The open connection between the text and literary and cultural phenomena of the past and present, both Russian-Ukrainian and global, openly emphasized by the epigraph, at the same time focuses on the most important thing in its text, referring readers even to all the creativity of the analyzed works of the authors cited. The connection with the classical tradition of world literature is quite naturally restored.

Through the epigraph «the author opens the outer border of the text for intertextual connections in the literary and linguistic trends of different directions,

eras, thereby filling and revealing the inner world of his text» (Fateeva, 1998, p. 25). Franko's critical heritage is comparable in volume to all of his artistic works and is a unique phenomenon in world literature.

The book of L. Frizman «Ivan Franko: A Look at Literature», consists of eight chapters. We present them in accordance with the following comments and the text itself.

Chapter One. Becoming.

Chapter Two. What is his gaze directed at?

Chapter Three. A look at the predecessors.

Chapter Four. A look at Shevchenko.

Chapter Five. A look at Russian literature.

Chapter Six. A look at contemporaries.

Chapter Seven. A look at the western classics.

Chapter Eight. A look at Polish poets.

The unrestrained, selfless work of Franko, who walked along a difficult rocky road, inhuman suffering and the victory over the disease also allow our contemporaries to say about him as a great writer and man: «An eagle with broken wings».

The release of L. Frizman's book about Franko, dedicated to the blessed and bitter memory of the poet, was aimed to remind the fact that I. Franko belonged not only to Ukrainian literature, but also to world literature. In many of his critical articles, artistic images were created: Leo Tolstoy, Ivan Vyshensky, Lesya Ukrainka. With particular strength, Franko's literary skill was revealed when creating literary portraits containing not only an overview of their work, but also their psychological characterization, as, for example, in chapter four, «A look at Shevchenko».

The views of other researchers on Frizman's book about Franko are interesting. «Russian-speaking Kharkiv Jew, having written about Frank, I want to write a book to my scribe, merit all the words and words» wrote Evgen and Oksana Nakhlyk in the preface to the encyclopedia about Franko (*Frankivska entsyklopediia*, 2016). «The voice of authoritative literary knowledge - ethnic Jew is especially significant in the recent attacks in Austria against Franko for anti-Semitism», - promoted researchers Evgen and Oksana Nakhlyk (*Frankivska entsyklopediia*, 2016, p. 3).

In our opinion, the Russian-speaking Ukrainian Jew Frizman wrote in a language in which most of the population of eastern Ukraine and its citizens have dreams. We would object to Evgen and Oksana Nakhlyk that I. Franko is «our native», he is «not our native». Frizman considered Franko to be a European researcher, a broad-minded person like Frizman himself. We believe that Frizman was not a «Kharkiv» Jew, or a «Berdichev» or a «Lviv» Jew.

Throughout his life, Frizman opened up new international horizons, was recognized by contemporary critics and readers, who subsequently received recognition in the Jewish and European community with the famous name of a scholar-literary critic and a magnanimous wise and sensitive man (recall Frizman's careful attitude to the archive of A.M. Finkel, partially published in 1989), an excellent teacher and

teacher of Russian literature of the 2nd half of the 20th century at H.S. Skovoroda Kharkiv State Pedagogical Institute.

The mention of I. Franko about the Jews «does not contain any anti-Semitic meaning», - L. Frizman comes to this conclusion (Frizman, 2017, p. 567). He also wrote a famous book «Such a Fate. The Jewish Theme in Russian Literature» (Frizman, 2015). We share the conclusions of I. Ya. Losievsky that “before the revolution, the Jewish theme was forbidden for one reason, under the Soviet regime for another. It was still on the surface and waited for a man to discuss. «Such a Fate» stirred up passions, caused a flurry of responses, among which there were enough critical ones, pointing to gaps in coverage of the seditious topic. But polemic remarks only confirmed the interest, the book was read with» (Losievsky, 2017, p. 600–601).

The accuracy and reliability of the factual material set in his work does not cause any objections and refutations, and the depth of the material is not in doubt. Firsthand L. Frizman deeply knew the history of the issue. In Frizman’s studies the “red thread” - one of Frizman's favorite sayings - was the Jewish theme. The comprehension of life, his truly encyclopedic knowledge of each subject of research, L. Frizman passed through the prism of his own personality: «I was then seventeen years old, I graduated from school, in essence, I still had no life, and there was no reason for there have already been gloating over the death of the “*great helmsman*” (*we are talking about Stalin* - highlighted Prykhodko)», recalls Frizman (Frizman, 2018, p. 93).

Frizman recalls: «My aunt, cousin of his father Serafima Nikolaevna Frizman ... has been a participant in the Civil War and a member of the party since 1918 ... In the last years of Stalin's life, she hated him with fierce ... But Lenin, the ideas of communism, the October Revolution kept her full measure. Its holiness. My father, Henrikh Venetsianovich Frizman, who was born in 1907, never had such illusions ...», just like his son, Leonid Frizman, didn’t follow them (Frizman, 2018, p. 155).

L. Frizman brilliantly delved into the most complicated scientific texts and popular science books. L. Frizman, a representative of the intelligentsia, had a deep interest in eternal philosophical problems, which was directly reflected in his books, articles and author’s speeches on television. His literary and critical work reflects the spirit of the time, characteristic of the beginning of the XXI century. Like I. Franko, L. Frizman was a patriot of his country, a convinced democrat and supporter of freedom. Since the 90s of the twentieth century, the multi-faceted personality of L. Frizman was supplemented by another one - a political publicist.

Being a convinced educator, with special persistence he recalled the need to maintain national ties. Frizman’s political essays were read by residents of Canada and Israel, they provoked controversy and gained considerable authority because they were ambiguous by those who lived abroad and from there followed the tragic events in Ukraine.

There is another parallel. As early as 1906, in the poem «The Patriot», Franko noted that «for every yard or sowing distrust ...» (Frizman, 2017, p. 40). One hundred years later, L. Frizman will speak out loudly about the lies of the patriots: «nationalists of all stripes swear in love to their nation day and night, the soul of love of nationalism is not love, but hatred for all nations except one's own, it is a sermon of national exclusiveness» (Frizman, 2017, p. 40).

L. Frizman constantly emphasizes in his articles that I. Franko was a man of truly encyclopedic outlook who passionately wrote about different literatures. The researcher, paying tribute to the critical orientation of I. Franko's articles, drew attention to the fact that he is - first and foremost - a writer, a fiction writer, and then a literary critic.

«Franko characterized many Slavic and Western literatures in his articles. But he didn't write as much about Ukrainian as he did about Russian literature. Franko's personal attitude to the Russian writers were determined not only the number of ratings and reviews about their works, there was a qualitative difference, Franko keenly felt their soul and expressed passionately. He categorically and even angrily rejected the views of his opponents that the attitude of the Galician-Ukrainian intelligentsia to Russian literature and the Russian people should be the same as to any other literature or to any of the neighboring people», L. Frizman noted (Frizman, 2017, p. 282).

The article about L.N. Tolstoy was a special place in the literary and critical activity of I. Franko. D.S. Merezhkovsky called Leo Tolstoy «artist of the flesh, compared with Dostoevsky – «artist of the spirit». So, I. Franko can be fairly attributed to «artists of the spirit» with his views on his contemporary reality and the «human soul». «I searched my way, punched different tones and different manners, taking care of one thing, that the **content was my own, that the content of the work was part of my soul**» (highlighted by L. Frizman) (Frizman, 2017, p. 125).

Soul, feelings and spiritual life, a spark of talent, not a perfectly flawless expression of true feeling - this is part of what has hurt everyone's soul, but crystallized into a clear and organic integrity in the works of I. Turgenev, F. Dostoevsky, L. Tolstoy and others, as well as in Franko's literary and journalistic criticism. The light «soul» of them in the feeling of pain and joy of their time, in the excitement of their hearts, and therefore their language is clear and pure. This is the secret of the influence of these writers on the formation of the souls and ideals of entire nations.

I. Franko's acquaintance with L. Tolstoy began with L. Tolstoy's autobiographical trilogy, with Nikolenka's inner world of «Childhood», «Adolescence» and «Youth». The reader concludes that the choice and difficulty of the life path of the heroes of I. Franko, as in L. Tolstoy's trilogy, unite the views of writers who claimed that the fresh worldview of any person is distorted as soon as he begins to adopt the rules and moral laws of modern society.

I. Franko helps us understand that the most valuable thing in a writer is not some features of his works, but the qualities of his personality - his humanism and

citizenship, his ability to penetrate the troubles and needs of his people, not to stop facing accusations of “crime”, for which civil death threatened in Russia.

It is especially evident in the articles of I. Franko about Leo Tolstoy – «Leo Tolstoy» - about the famine in Russia, when the crop failure of 1891-1892 threw into the street the crowds of hungry and impoverished of Chernozemya and the Middle Volga (newspaper Lvovsky Kurier, 1892, No. 71-79). Tolstoy showed human qualities in protecting a peasant, a common people, and took a position of citizenship and nobility. The measures taken by the government were inadequate, which led to the emergence of a conflict between the population and the authorities, exposing the hypocrisy of government actions.

From the very beginning of his work, L. Tolstoy exposes the false, distorted foundations of modern living arrangements, since they contradict nature and human nature. L. Tolstoy accuses - and at the same time claims that life will break through the carrion of modern public order in reflecting a true life, and therefore believes that artistic creativity does not meet the challenges of the present.

The influence of I. Franko and L. Tolstoy on contemporary literature, and on 20th century literature - Russian and world - is truly inexhaustible. As L.M. Leonov wrote everything in our spiritual life contains a trace of Leo Tolstoy and his creative heritage (Etova, 2006, p. 61).

«If we liked the works of European literatures, worried about our aesthetic taste and our imagination, then the works of the Russians tormented us, awakened our conscience, awakened a person in us, awakened love for the poor and offended», wrote Franko (Frizman, 2017, p. 282), and continued: «The literature of such peoples as the French, Germans and British persistently assimilate the works of Russian writers and find in them things, literary methods and ideas, new to themselves and able to give a new impetus to their own literary products»(Vozniak, 1953, p. 37).

Some features of I. Franko’s outlook clearly appeared that made his artistic world related to Western European writers in the light of new public moods, introducing a special shade of drama into his works.

An indelible trace of I. Franko presented in the process of social development - in that process that was revealed by nobody else than Turgenev. «The great cultural and historical significance of Turgenev, in our opinion, lies precisely in the fact that he, in a number of artistic essays, gave us the story of a turning point in the life of the Russian intelligentsia: from extreme isolation from the people to the service of the same people, and to work on their elevation» (Frizman, 2017, p. 316).

I. Franko admitted that he was always close to the life of his peasant brothers and siblings, that he was also a «peasant son», and therefore claimed that «*real literature should be a mirror* (highlighted Prykhodko), in which a true life would be reflected. Each literature should be national in its content (recall the decree of 1876 on the prohibition of the Ukrainian language), reflecting the national spirit and character. Each literary language should be developed on the basis of a folk

language» (Frizman, 2017, p. 79). I. Franko created literature - a mirror, as well as the work of Leo Tolstoy - according to the definition of a famous classic, it is a mirror of creativity and revolution.

The development of Ukrainian literature, like any other, was an expression and consequence of Ukrainian life, folk art and folk traditions. Franko's «Peasant Son» could not ignore the fact that in the novel «Rudin» a famous notion «rudinism means an entire transitional shift in the public life of Russia, and Turgenev is the most reliable historian of this era ... rudinism grew out of serfdom. ... The real serf is T. Shevchenko» (Frizman, 2017, p. 322).

I. Franko in «Dedication» (1914) on the centenary of T.G. Shevchenko, written in the German language in Lvov, then repeatedly reprinted in different languages, in which most of his paragraphs contain anaphora: «he was the son of a man ... was a serf ... was self-taught ... fate pursued him in life ... fate did not regret suffering for him». In every sentence there is an antithesis: «he became a ruler in the realm of the spirit ... he became a giant in the realm of culture ... he indicated new ways for professors and book scholars». Peasant sons from the national depth, Shevchenko and Franko, reached the heights through «rocky» ways, accessible only to a few brilliant personalities.

For the contemporaries, Turgenev, Tolstoy, Shevchenko, Franko and others were more than artists - they were seekers of the truth of life, teachers, prophets. M.E. Saltykov-Shchedrin, referring to contemporaries, wrote about the personal responsibility of everyone for the moral condition of society, about the right to «fight and die» (Etova, 2006, p. 44). A wise and harsh satirist was able to discern the terrible possibilities of insane and unchecked power.

I. Franko highly appreciated the book «The History of One City» by M.E. Saltykov-Shchedrin, which satire has a universal character. Franko titled his note on it «What Root Do the Durenkys have» («The root origin of the Foolovites»). The «tragic truth of Russian life» lies in the fact that two «unreasonable forces of history» operate simultaneously in it: the despotic power and the dark people patiently enduring their fate (Etova, 2006, p. 42).

Unfortunately, the power of a satirical generalization of any despotic power, regardless of time it existed — in the 19th century or during the Stalinist terror in the USSR, or those who were submissive to the system of life, or the existence of «Durenkys» - amazes us with a tragic warning from forgetting the lessons of the past.

The literary-critical heritage and journalistic activity of the abovementioned writers is based on a single, profound attitude: they were consistent enlighteners, exposing the essence of a social phenomenon, a satirical denunciation of any despotic power.

L. Tolstoy once said about F. Dostoevsky that he «was the whole struggle». The same words can be attributed to L. Tolstoy as well. It can be argued that I. Franko «was the whole struggle», like Tolstoy and Dostoevsky.

People with such different world views were brought together by the struggle and united in creativity, as well as in literary criticism, that was in opposition to all forms of violence.

As no one else, I. Franko understood and appreciated the power of artistic images, those heroes who walked the long, difficult way. The heroes of their works are «truth», and at the turn of the nineteenth and twentieth centuries, they remained true to this proclaimed principle: the moral responsibility of man, the need to counteract the decaying influence of the environment. The 20th century recognized the accuracy of their literary-critical predictions and artistic diagnosis.

CONCLUSION

L. Frizman's scientific multifaceted activity is characterized by sincerity and naturalness, truthfulness in expression of feelings, deep philosophical content. In his book dedicated I. Franko, L. Frizman explored Ivan Franko's literary and aesthetic positions, their genesis, evolution, and impact on the literary process of the present. A special sense of time, characteristic of the XX century - the beginning of the XXI century and the events in independent Ukraine, periods of internal crisis, distortion of universal human ideals, the multiplicity of slave psychology contemporary to these two personalities of the world, intensification in a society of mood of disappointment and pessimism, search for a «new manner» even of a new world view,- are close to the characteristic features of I. Franko's personality and to the researcher of his work L. Frizman. In fact, they were united by a turning point. The prospects for the study are to carry out a comprehensive study of the literary-critical and journalistic activities of L. Frizman, a scientist with a world name.

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TYPES AND WAYS OF SEMANTIC CHANGES IN
LINGUISTICS OF THE 1990 s – BEGINNING OF
THE XXI CENTURY

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SYTNIAK Roman

PhD in Philology, Associate Professor,
Department of Germanic Languages,
Horlivka institute for foreign languages HSEE
«Donbass State Pedagogical University»
84510, 24 Vasyliya Pershina Str., Bakhmut, Ukraine
E-mail: sytniakromannest@gmail.com
<https://orcid.org/0000-0002-2630-3195>

ABSTRACT

The article deals with views of European language researchers of the 1990s. – beginning of the XXI century on the types and ways of semantic changes, semantic reconstruction and syncretism, existence of the European proto-language and close connection of semasiology and etymology. Among the most important goals of semasiology are classification of semantic changes and finding certain universal laws of such changes. Carrying out these tasks language researchers can't ignore the help of various linguistic and non-linguistic sciences which provide semasiology with numerous language facts and contribute to the building up a more or less complete picture of semantic changes nature. Accepting the idea of a proto-language existence is beneficial as it gives an exceptional opportunity to trace changes in meaning long back in history and enables linguists to find universal laws. Unfortunately, hypothetic nature of some results can't be avoided. That is why it is essential to go deep into diachronic investigation and select the most effective methods of linguistic studies. It is vital to identify and justify the scientific views on the principles of diachronic study of the semantic structure of words and reveal the patterns of development of comparative studies in such an important area of it as diachronic semasiology. The article is conducted in lingvo-historiographic aspect. It discloses the characteristic features of the research of the lexical meaning of words in the linguistics of the defined period. The development of other linguistic sciences such as etymology, has had a huge impact on the study of language, providing a

large number of artifacts from different epochs and cultures. This has contributed to the allocation of certain factors that affect the development of semantic words in different languages. The principles of semantic reconstruction have played a vital role in the development of diachronic semasiology as a separate branch of linguistics.

Key words: diachronic, divergence, extralinguistic, reconstruction, semasiology, synchronic, proto-language, universal laws.

АНОТАЦІЯ

Типи та шляхи семантичних змін в лінгвістиці 1990-х років - початок XXI століття

У статті розглянуті погляди європейських дослідників мови 90-х років ХХ ст. – початку ХХІ ст. на типи та способи семантичних змін, семантичної реконструкції та синкретизму, існування європейської прамови та тісного зв'язку семасіології та етимології. Предметом етимологічного аналізу є реконструкція форми та значення слів, первинної семантичної мотивації.

Серед найважливіших цілей семасіології – класифікація семантичних змін та пошук певних універсальних закономірностей таких змін.

Виконуючи ці завдання, дослідники мови не можуть ігнорувати допомогу різних лінгвістичних та нелінгвістичних наук, які забезпечують семасіологію численними мовними фактами та сприяють формуванню більш-менш повної картини природи смислових змін.

Прийняття ідеї існування прамови є вигідним, оскільки дає виняткову можливість простежити зміни значень задовго в історії та дає змогу лінгвістам знайти універсальні закони. Неможливість ігнорування схожих рис у багатьох мовах світу дає лінгвістам право говорити про певну історичну спільноту, яка володіла певною мовою – прамовою.

Виведення універсальних законів семантичних змін, які, безперечно, значно полегшили б дослідження у такій царині як компаративістика, так чи інакше захоплювало майже всіх учених, тому що вони виводяться через порівняння багатьох мовних систем, кожна з яких вважається добре дослідженою.

Складовими, яким, безперечно, необхідно приділяти велику увагу, є граматика, звукова структура та словниковий склад. Тільки таким чином можна отримати найбільш повну картину дослідження та якомога менше залишити місця для припущень. Серйозною перепоною процесу дослідження розглядався той факт, що, незважаючи на зв'язок, всі три вищезгадані системи мають здатність у більшості випадків змінюватися незалежно одна від одної. Тільки порівнявши всі пам'ятки, індоєвропейська приналежність яких не викликає сумнівів, ми можемо отримати науково достовірні знання про індоєвропейську прамову.

На жаль, гіпотетичного характеру деяких результатів не уникнути. Ось чому важливо заглибитись у діахронічне дослідження та обрати найбільш ефективні методи лінгвістичних досліджень.

Ключові слова: діахронія, дивергенція, екстралінгвістика, реконструкція, семасиологія, синхронія, прамова, універсальні закони.

INTRODUCTION

The views of European language researchers of the 1990s. – beginning of the XXI century on the types and ways of semantic changes, semantic reconstruction and syncretism, existence of the European proto-language and close connection of semasiology and etymology are very interesting problems. Among the most important goals of semasiology are classification of semantic changes and finding certain universal laws of such changes. Carrying out these tasks language researchers can't ignore the help of various linguistic and non-linguistic sciences which provide semasiology with numerous language facts and contribute to the building up a more or less complete picture of semantic changes nature. Accepting the idea of a proto-language existence is beneficial as it gives an exceptional opportunity to trace changes in meaning long back in history and enables linguists to find universal laws.

AIM OF THE ARTICLE

The aim is to go deep into diachronic investigation and select the most effective methods of linguistic studies.

METHODOLOGY

The methods of using corpora, observation, fieldwork in linguistics analysis were used.

RESULTS AND DISCUSSION

The question of the causes of semantic change remains relevant for linguists of many generations. According to V.V. Levitsky, the most famous semasiological classifications were made by S. Ullman, G. Kronasser, and K. Baldinger, with the later taking the works of A. Meillet, K. Yaberg, and other linguists.

K. Baldinger identifies five types of semantic change: linguistic (influence of context), cultural and historical (K. Jaberg's example: the invention of gunpowder and, as a consequence, the change in the value of Fr. *poudre* “dust > gunpowder”), social (word transition from one social sphere to another), mental (taboo, euphemisms, etc.) and psychological (synesthesia).

G. Kronasser identifies two main types with several subtypes: **A.** Primary causes: 1) stimuli of the outside world, which is sensed (disappearance, change and emergence of objects, states and actions); 2) psychic (taboo, comfort, desire for clarity, fear, irony, anger, etc.); 3) physiological (synesthesia). **B.** Secondary: 1) shift of synonyms in semantic fields; 2) infection in associations (the concept of association was introduced by G. Sperberg). The last and, according to G. Kronasser, the main reason for the change in the meaning of the word lies in the “divergence between

the limited number of words and the boundlessness of phenomena” (Kronasser, 1952, p. 192).

V.V. Levitsky, taking as a basis work on the semantics of the beginning of the second half of XX century, clarifies and supplements the above five classifications. He calls the reasons caused by the need for the speakers to express their thoughts and mark the objects of our environment cognitive or communicative, and the reasons caused by the need to reflect their feelings (what was called psychic, psychological and physiological at the end of the 19th – beginning of the 20th centuries), – emotional. What G. Kronasser calls secondary causes, and A. Meillet and K. Balinger – linguistic, is also specified by V. Levitsky from the point of view of modern linguistics. Considering the secondary causes, he emphasizes that: “... synonym shifts and contagion infections are factors of all kinds: synonym shifts are a phenomenon occurring in the language system and infections occur in the text (context)” (Levytskyi, 2006, p. 314).

Based on the works of G. Kronasser, M. Breal, S. Ullman, E. Velander, G. Sperber, G. Hatsfeld, O. Esperson, T. V. Stroeva, E. Williams, T. A. Degtyareva and other linguists, as well as his own research V. V. Levitsky offers a fairly complete, as in the modern view, classification of the causes of semantic changes, dividing them into two major classes:

A. Primary, non-linguistic reasons, due to the needs of communication in the general public, the need for speakers to communicate and express their thoughts and feelings: 1) cognitive, caused by the development of thinking, cognitive activity of the person, the need to name and express the concepts (here also should be reasons, namely: changes caused by the development of society, civilization); 2) emotional, driven by the need for speakers to express their thoughts.

B. Secondary, intra-linguistic reasons: 1) Syntagmatic: a) influence of changing context (narrowing, widening, shifting of context); b) the influence of grammatical function; c) infection; d) ellipses; e) the influence of a constant context; 2) paradigmatic: a) influence of sound analogy; b) the impact of sound symbolism; d) clashes of synonyms; e) the consequence of conflict between incompatible meanings of the word; e) the influence of other systemic relations in vocabulary (Levytskyi, 2006, p. 312–315).

The division of semantics into different types causes considerable difficulty in classifying semantic changes. Traditional linguistics does not deny the existence of morphological and syntactic semantics, but it attributes these areas of knowledge to the competences of various linguistic sciences (grammar and lexicology), thus emphasizing the fundamental difference between grammatical and lexical meaning. V. A. Zvegintsev very clearly demonstrates this difference, emphasizing that for a more complete characterization of the specifics of different kinds of linguistic meaning, in addition to the linguistic function, it is necessary to turn to additional, regular for the language, series of relations, namely: logical concepts, which are the product of our thinking, and objects of objective reality. There is no doubt that these

factors play a significant role in the qualitative characterization of the structural parts of the language and in some way determine the features of the different types of linguistic meaning.

Characterizing the specificity of different kinds of linguistic meaning, it is necessary to identify the relation of each of them with the above-mentioned series and to determine the forms of these relations. V. A. Zvegintsev emphasizes that the meanings of elements of the phonetic system of language do not correlate with logical concepts, objects and phenomena of objective reality. Since phonemes exist only for a particular language and are only relevant in the system of that language, the meaning of the phoneme is also closed in its system. Reflection of this closeness also explains the fact that none of the significant elements of the sound structure of a language can be correlated with the same elements of another language due to the lack of correlation with such linguistic and general categories as logic and objective reality (Zvegintsev, 1957, p. 97).

Even if the sounds in different languages are articulated exactly the same, it cannot be concluded that the same sound is included in the sound structure of different languages. These sounds operate under the laws of different phonetic systems, have different types of connections with other elements of their systems, and as a result, despite their external similarity, have different linguistic meanings.

Thus, the lack of correlation in phonetic values quite clearly separates this type of meaning from the other two: grammatical and lexical. V. A. Zvegintsev even speaks of a tendency to avoid the term “meaning” in relation to elements of phonetic structure, since, in his opinion, the term “meaning” is traditionally associated with subject-logical categories, whereas sounds have only functional meaning (1957).

Due to the correlation with the logical and subject lines, the grammatical and lexical meanings of words have many things in common, which makes them difficult to distinguish. But at the same time, there is a difference between them, which not only clearly separates them from phonetic values, but also from each other. As V.A. Zvegintsev clearly demonstrates in his work *Semasiology*, this difference is as follows:

1. Phonetic meanings have linguistic functions, but they have no relation and correlation with logical or subject lines.
2. The grammatical meanings have linguistic functions, and also correlate with the logical series, but have no substantive relation (they are deviated from the individual and the specific).
3. The lexical meaning has linguistic functions, as well as the connection with logical and subject lines.

The features of the abovementioned meanings manifest themselves both in the functioning of different types of linguistic meaning and in their development: “When identical grammatical categories (meanings) are compared, then they use logical concepts as the basis on which it is only possible to draw such a comparison. This is an appeal to the logical series. It allows you to set the overall logical moment

in the mapped grammar categories, and their difference will be determined by the language functions they perform in different languages. If we turn to lexical comparisons in different languages, their basis is, first and foremost, substantive attribution, and the difference will be due to the connection with different concepts and language functions” (Zvegintcev, 1957, p. 99).

The derivation of universal laws of semantic change, which would undoubtedly greatly facilitate comparative studies in one area or another, has fascinated almost all scholars because they are derived through the comparison of many linguistic systems, each considered well-researched. As a result, new expressions emerge that contain new knowledge that was not previously available in any of the descriptions of comparative language systems.

In linguistic materials, the term “universality of language” began to be actively used after the conference in New York on April 13-15, 1961, which was devoted specifically to language universals. The term “universality of language” was considered by the linguist Y.V. Rozhdestvensky to be somewhat unsuccessful, “... because the term calls a fundamentally new branch of linguistic research an old name, which bears the burden of many associations” (Rozhdestvenskii, 1968, p. 3).

Y.V. Rozhdestvensky notes that universals of language do not refer to metamorphic linguistics. It is typical for them to be distributed in any language. The universals of language, he emphasizes, are not concepts of the linguistic method, but they are derived on the basis of these concepts. In formulating a distinction between the concepts of the linguistic method and the universals of language, researchers usually do this with great care; it emphasizes that it is useless to refer linguistic universals to universal concepts relating to method theory. Y. V. Rozhdestvensky points out that universals of language, unlike the concepts of method theory, should be deduced from the empirics of languages, not deductively, since they are the result of an empirical study of the general properties of language systems (Rozhdestvenskii, 1968, p. 3).

In the linguistics of the twentieth century, especially in its second half, there was a constant debate about the expediency of synchronous and diachronic studies in one aspect or another. The point of view expressed by Y. V. Rozhdestvensky is interesting in this regard: “The conclusion of linguistic universals is not concerned with diachrony, since the fact of establishing cultural community and substantive affinity is not relevant here; but this does not apply to synchrony, since more than one system is always considered. ... Linguistic universals do not refer to the concepts of synchrony and diachrony; it seems appropriate to refer them to the panchrony” (Rozhdestvenskii, 1968, p. 10).

By panchrony, a scientist understands such a connection between synchronic linguistic systems, which depends not on cultural and historical factors, but only on the properties of the system and its implementation in the material of the so-called “natural languages”.

On the basis of universal definitions, Y.V. Rozhdestvensky proposes the possible varieties of linguistic universals that can be applied in semantics as well: 1. Absolute (or complete) universals, characteristic of all languages. 2. Universal implications: “If the phenomenon A is present, then the existing phenomenon B». 3. Statistical universals: “for most languages, there is ...”. 4. Statistical correlations: “in most languages phenomenon A indicates the presence of phenomenon B” (Rozhdestvenskii, 1968, p. 10).

B.O. Serebrennikov also noted that the interpretation of language universals is ambivalent (1972). First of all, the concept of universals includes the so-called absolute universals, which are available in all languages. However, he spoke about the desire of the researchers of this problem to bring to the notion of universals and such phenomena that do not actually show signs of general, absolute prevalence. This category should fall under such general laws or trends that are highly likely for different languages or languages in the course of their temporal existence. These so-called diachronic universals, according to the scientist, are probabilistic in nature.

B.O. Serebrennikov, considering the fact that universals exist alongside so-called “frequentalias” (phenomena of high frequency), suggested the most successful in his opinion definition: “Language universality is the same isomorphic way of expressing intra-system correlations of linguistic elements by its nature, a process that exhibits high frequency in different languages of the world” (Serebrennikov, 1972, p. 5).

The principle of equality, said B.O. Serebrennikov, should also apply to semantic universals (for example, the connection of the name “mouth of the river” with the word “mouth” observed in many languages) (Serebrennikov, 1972, p. 5).

Much attention has always been paid to the study of semantic patterns. S. Ullman noted that by looking carefully at the various semantic laws and other universals considered, which either were not clearly or explicitly formulated in the linguistics of the past, one common feature could be identified – almost all of them based on insufficient material. Too often, far-reaching conclusions are drawn from unreliable data from a limited number of languages. The predicted universals thus obtained were in many cases quite plausible, but plausibility is not proof. “Besides, by its very nature,” urged S. Ullman, “most semantic universals are merely statistical probable regularities, and the probability of having them in a particular language can only be determined if the researchers have much larger and more expansive ones than the data we have now” (Ullman, 1970, p. 251).

With regard to the meaning and use of the term “universal”, S. Ullman warned scientists to use it very carefully when this concept is applied to semantic phenomena, which often have to deal with inaccurate and subjective. Phenomena and processes regarding their significance, S. Ullman assured, can be divided into three broad categories.

1. Some of them may be “absolute universals”. But first-class universals will only be “absolute” in the sense that they occur in many languages. We, the scientist

insisted, will never be able to convincingly prove that these phenomena are panchronic, that is, they exist in every language at any stage of its development.

2. Most semantic universals are statistical in nature: they do not need to be represented in every language, but one way or another can predict the likelihood of them being present. It should be added that certain semantic phenomena have not yet been described with sufficient precision and therefore cannot be rigorously analyzed; only a rough probability estimate can be applied to them.

3. Another type of general phenomena presented by S. Ullman is close to universals, but much more limited in distribution (1972). These are the results of the parallel development of a word that occurs in a certain group of languages but does not go beyond it. Many types of metaphor and other forms of semantic change are included: they are so widespread that the fact that they are present in different languages cannot be considered a mere coincidence, but not so much that it is statistically significant. Of course, there is always the possibility of converting such a phenomenon in many languages into a statistical universal, if its scope is wide enough, and then this case will be reduced to the previous one.

4. In addition to these categories of general phenomena, S. Ullman's opinion does not merit consideration of the problem of typological criteria, since there are obvious links between this problem and the problem of universals. Semantic typology has been poorly studied, but if one or two criteria are developed, they will be discussed in the relevant chapters of linguistics.

In semantics, as in other fields of linguistics, there are obviously universals of two kinds – synchronic and diachronic, but in practice it is not always easy to separate one from the other. It is advisable to single out another third class of semantic universals – those that go beyond individual words and are related to the general structure of the dictionary (Ulmann, 1970, p. 253–254).

W. Weinreich wrote that semantic universals are a matter of linguistics, where, despite a great deal of research, there is no such unity of views as is observed in other aspects of linguistics. If it were necessary to characterize in a few words those universal semantic properties about which the opinions of linguists more or less coincide, then it would obviously have to be confined to such two statements.

a) All languages are special systems of information transmission that are different from other, non-linguistic, semiotic systems.

b) The semantic membership (mapping) of reality in one language or another is arbitrary, and the semantic “map” of any one language differs from the semantic “maps” of all other languages (Veinreikh, 1970, p. 163).

Semantic reconstruction and syncretism

Indo-European speech. The reconstruction of the lexical meaning of words is one of the topical and promising issues of modern linguistics. Research planning necessarily involves the division of languages into kinship and non-kinship, and the definition of commonality between the former and the later testifies to their

historical origins ... why? The inability to ignore similar features in many languages of the world gives linguists the right to speak about a particular historical community that spoke a particular language – a proto-language.

The question that still raises controversy is – did the Indo-European speech really exist? The point here is not to prove that there was no such language, but rather, to the contrary, to identify sufficient evidence of the existence of a single language in a particular geographical area. This is somewhat reminiscent of the presumption of innocence – unless sufficient evidence is provided to support a particular hypothesis, it is considered scientifically unfounded and unproven.

The fact is that the achievement of historical linguistics provides us with enough material, on the basis of which we can speak about the high probability of the existence of a single language – a proto-language. The number of coincidences, wrote J. Audrey, and their correspondence, established at all levels of the linguistic system of ancient Indo-European languages, make the common Indo-European language, if not tangible reality, a scientifically valid hypothesis. “There is no doubt that there was a language that was, for all Indo-European languages, the Latin language for Romance languages, and is a common language (a proto-language), from which they came out in a frequently repeated pattern: the fragmentation of speech into dialects, and then, according to the corresponding ones, historical conditions (political changes and geographical dislocation of the community), the splitting and emergence of new languages, some of which in turn become speeches; this cycle can be repeated and start over again” (Odri, 1988, p. 119–120).

A. Meillet agreed that all languages were grouped around some original common language. He was convinced that the researcher, in restoring the common language, should not draw conclusions on a case by case basis, but only by comparing one language system with another. Stressing that it is almost never possible to compare reconstruction with the reality we know, the scientist nevertheless warned against the use of a single fact, for example, in the Romance languages. However, he was convinced that no reconstruction was able to present the common language as it was in the live version. That is why, noting A. Schleicher's restoration of Indo-European speech by the historically attested languages of this family as an ingenious innovation, A. Meillet considered it a grave mistake to write the text on this reconstructed speech.

The languages developed from the common language, according to A. Meillet, not only retain certain long-standing characteristics, but also a stable tendency for identical or similar tumors. As a result, some elements of the common language disappear without a trace or leave traces so weak that they cannot be seen unless the common language is actually known. Comparisons show a system of comparisons that can be used to build a language family history; but such a comparison does not represent a real language with all its expressive means (Meie, 1954, p. 22).

The conditions of language development, the French scientist argued, must be common to all types of people or to a particular type of civilization, to preserve its unity. But there are also conditions specific to certain societies, certain historical periods, certain territories. These special conditions also cause the language, which has been the only one during a certain period, to be broken up over time into different speeches (Meie, 1954, p. 82).

In order to establish the existence of an ancient speech, A. Meillet considered it necessary to find linguistic features preserved in comparative languages. He regarded grammar, sound structure, and vocabulary as components that, of course, needed attention in order to obtain the most complete picture of the study and to leave as little room for conjecture as possible. Among the difficulties of the research process was the fact that despite the connection, all three of the above systems have the ability in most cases to change independently of each other (Meie, 1954, p. 34).

N. A. Slyusareva in the article "Problems of linguistic semantics" notes that the semantics of the largest linguistic units reflect the results of reproduction in the minds of people of an objectively existing world, so to speak, of basic concepts that have been formed throughout the history of mankind. The effort to find the seven common languages (semantic factors, semantic functions) in many languages, apparently, she points out, is aimed specifically at this sphere, although it seems that the meanings of words are revealed through the smallest units. "This manifests the dialectic of cognition: the smaller the semantic unit, the greater its volume, the more universally implemented it is in the languages; the juxtaposition of "male - female - baby" appears as a manifestation of minimal semantic features, but, in general, as a category peculiar to the animal world, including man" (Sliusareva, 1973, p. 22).

V. P. Neroznak in his article "Speech: Construct or Reality?" Calls a particular problem the reconstruction of so-called intermediate speeches, between the speech state of the family (Indo-European speech) and the speech state of certain language groups (Slavic, Pro-Iranian, Pro-Celtic, etc.), which in Indo-European studies are called linguistic unities (proto-languages): Baltic-Slavic, Italian-Celtic, Indo-Iranian language unities. This problem, like others, notes V. P. Neroznak, associated with the reconstruction of speech states of different order, must be solved within the framework of the theory of linguistic unity (Neroznak, 1988, p. 36).

J. Audrey criticizes the efforts of linguists, in particular M. Trubetskoy, to reject the hypothesis of the existence of Indo-European proto-language, not because of its unreality, but because of its needlessness, for trying to ignore what might be the basis for understanding the driving force of language, its life and laws.

The attempt to disregard the existence of Indo-European proto-language is reminiscent of the deliberate disregard of lexical meaning in the process of historical reconstruction, which was astonishing and sometimes disturbing L. Bloomfield, V. A. Zvegintsev, R.O. Budagov, V. I. Abaev.

Yes, hypothetic nature has always frightened linguists, but hypothesis is the beginning of scientific inquiry that begins with assumptions and, beyond facts, is often to some extent based on them.

J. Audrey believed that the rejection of Indo-European proto-language, the explanation of coincidences in unrelated languages by borrowing, together with the concept of a proto-language, the concept of Indo-European people. “But if, as all this points out, there was no common language, does it make sense to question the existence of its carriers?” (Odri, 1988, p. 120).

This is confirmed by the work of T. V. Gamkrelidze and Vyach. Vs. Ivanov's “Indo-European Language and Indo-Europeans”. Here with the help of certain facts of Indo-European speech, the life of the ancient people, its culture is reproduced.

In his article “Sanskrit and Other Languages of Ancient Europe” M. Mayrhofer mentions the statement of Sir William Jones, a member of the High Court of Calcutta, made in 1786. It was a matter of antiquity of Sanskrit, and in spite of this, its superiority over Greek and Latin in its sophistication and linguistic richness. The main idea was to prove the similarity of these three languages at different levels – roots, words, grammar. M. Mayrhofer convinced that the commonality in traits was so great that no philologist comparing these languages had any doubt about their origin from a single source (Mairkhofer, 1988, p. 506).

V. P. Neroznak believed that the question of the reality of a proto-language, its forms of expression in reconstructed models, should be resolved with reference to three basic criteria: 1) traditional methods of comparative-historical research, covering all procedures and techniques of reconstruction (phonetic-phonological, morphological, syntactic, lexical-grammatical); 2) typology data that take into account the variety of structures of linguistic units; 3) the theory of linguistic unities that interpret speech and other types of genetic and areal-genetic unities in terms of multivalued classifications (Neroznak, 1988, p. 36).

One of the controversial issues remains the establishment of time, at least approximate, framework for the emergence of Indo-European proto-language. In his article “The Problem of the Emergence of Indo-European Languages” V. I. Georgiev suggested that certain Indo-European languages were designed as early as the third millennium BC. Changes in society, he noted, were extremely slow in the primitive community. That is why, if it is possible to establish any linguistic facts that date back to the end of the communal era, it seems possible to attribute them to a much later period (Georgiev, 1956, p. 48).

However, there are scholars who question the existence of Indo-European proto-language. Among them, the Italian researcher V. Pisani: “We have created for ourselves a myth unavailable for verification because it belongs to the prehistoric period, that is, to a period from which we cannot have specific documents. If such documents appeared, prehistory would turn into history. Based on this myth, we have built science; and since this science fails, if such a myth is proved to be

illusory, we must consider it an indisputable truth and assume no doubt about it” (Pizani, 1966, p. 5).

It may not even be a complete denial of the existence of Indo-European proto-language, but of granting the researcher some freedom to put forward hypotheses that may compete with those already in existence, and in no case, as V. Pisani put it, undermine the importance of the historical-comparative method for modern linguistics. “This is exactly what I want to emphasize: I am in no way going to destroy the comparative method by which, by the way, I make my claims, but I want to find out what really underlies our comparisons” (Pizani, 1966, p. 6).

V. Pisani asserted: “... the various linguistic families – German, Slavic, Baltic, Celtic and others – are not independent and monolithic groups that arose from the splitting of the same monolithic Indo-European proto-language, but are the result of the spread of certain phenomena from one or more centers which, for political or other reasons, spread over a certain territory in different ways in the Indo-European and partly non-Indo-European languages spoken by the population of that territory” (Pizani, 1966, p. 4).

He argued that individual dialects, as a result of such evolution, possessing a number of common isoglosses, can retain numerous peculiarities, demonstrating their belonging to ancient linguistic phases that precede the time of relative linguistic unity.

We see that, while proposing new hypotheses and denying the indispensable existence of Indo-European proto-language, V. Pisani has in fact come close to the main principle of the origin of several from the common. Not accepting the idea of splitting the monolith, he proposes the idea of propagation of phenomena from one or more. As you know, nothing new can be built from nothing; and the Italian researcher's efforts to state his hypotheses can be explained by a desire to go his own way, albeit in a common direction.

V. Pisani suggested focusing his efforts on reconstructing particular linguistic phenomena: “Therefore, comparative Indo-European linguistics has the full right to exist only if it is limited to the comparison of phenomena and reconstruction of ‘proto-events’, but not of ‘proto-language’” (Pizani, 1966, p. 10).

We can only gain knowledge of Indo-European proto-language by comparing the languages represented in those written facts whose Indo-European identity is undeniable. We have evidence of such languages throughout China from Turkmenistan to Spain and Ireland since the 19th century B.C. (Anatolian languages) to the XV century. (Albanian).

The existence of some Indo-European languages – writes modern French linguist F. Bader – we can only guess by observing their traces in toponymics or forms that are often different from those expected. He rightly points out that here we are totally dependent on the arrival of new facts. The discovery of the Tocharian language in the early twentieth century, then the understanding of the Hittite language (1916) somewhat shook the image of Indo-European proto-language,

which was reconstructed in the nineteenth century mainly based on the relationship between Greek and Indo-Iranian. The discovery of new facts from the continental Celtic, F. Bader writes, forces us to reconsider our understanding of the common Celtic language known by that time. He also notes that it is unlikely to be considered once and for all. As an example, F. Bader cites some languages, which are now regarded as Indo-European, and in the mid-twentieth century the “Langues du monde” (1952) was not included in Indo-European languages (Bader, 1988, p. 202).

Renowned Hungarian and English linguist O. Semereni was also convinced that the reconstruction of ancient forms corresponds to the state of linguistics at the relevant historical stage. “... One cannot but admit that each reconstruction reflects the appropriate level of development of linguistics. As a consequence, the reconstructed form, as well as the natural scientific theory, should be modified and improved in accordance with new discoveries. In fact, our reconstructions ... are ‘better’ than those we operated a hundred years ago, that is, they are more in line with historical facts” (Semereni, 2002, p. 37). The scientist spoke first of all about phonetic reconstruction, but its principles in this sense can be considered universal. V. P. Neroznak wrote that it is precisely why our knowledge of the prehistoric stages of language development is in constant motion that the speech model itself changes periodically, that is, the paradigm of knowledge changes. Because of this, he assured, the speech model can never be reconstructed as reality. It emerges as a model of historically evolving knowledge, reflecting the current state of comparative historical linguistics. This linguistics relies not only on the techniques of genetic reconstruction (internal or external), but also on the achievement of synchronous linguistics, above all typological (Neroznak, 1988, 36).

Semasiology and etymology

The purpose of modern etymology is to determine in what language, at what historical stage, on the basis of which primary motivation and, accordingly, from which word, by which word-forming model and with what primary meaning the word is formed, as well as to find out the ways and reasons for transformation its primary form and significance have been around for a long time until the present state. Reconstruction of the primary motivation, form and meaning of the word are the subject of etymological analysis.

The purpose of semantic reconstruction is the transformation of primitive content (denotative meaning), which is possible only through the study of the stages of development of word semantics, the evolution of human thought. And this is certainly related to various linguistic and extralinguistic factors. Famous scientists such as S. Abaev, O. M. Trubachev, V. V. Levitsky emphasize the crucial role of etymological research in this process. Of course, the benefit is two-sided: “The importance of word semantics for the work of the etymologist is quite obvious; this is the case when the truth needs no proof and the scope of its use is extremely wide” (Levytskyi, 2006, p. 64).

Speaking about what the semantics of etymology gives, O. M. Trubachev considers it expedient to ask what etymology does for semantics. He is convinced that no linguistic discipline collects such complete information about the meaning of a word as etymology, which, for the sake of its research, has combined modern data, historical written memorials, transcriptional reconstruction, and semantic typology. Misunderstanding or deliberately ignoring the help of etymology in the reconstruction of the semantic meaning of the word, warns O. M. Trubachev, will inevitably lead to a lack of material to explain certain speech phenomena, attempts to get help from other sciences. Of course, psychology, philosophy, cultural studies and other fields of knowledge make a great contribution to semasiological studies, but without etymology many results will acquire some artificiality and groundlessness. The researcher is convinced of the mutual benefit of the collaboration of the two sciences.

CONCLUSION

Most contemporary linguists see wide perspectives in diachronic studies in semasiology, emphasizing the unsatisfactory state of the quality of research in this field. Recognizing the complexity and certain capriciousness of the ways of semantic development of words, we are sure that arbitrariness and chaos do not always reign in this sphere. Semantic changes and types of motivation are only partly explained by the general patterns of human thinking.

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MODERN FICTION



POETRY

ABOUT THE AUTHOR LELYA AREY

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AREY LELYA

E-mail: serka7@ukr.net

Lelya Arey is a modern Ukrainian writer and poet. She began writing poetry in the 1980s, and prose in the 1990s.

Her first poetry was about love in adolescence as a response to amorousness and conflicts between men and women. In addition to the Love Corps, there is poetry dedicated to friendship and poetry dedicated to the birthdays of people within her circle of communication or outstanding events in the lives of these people.

Lelya Arey's prose is composed of stories and novels.

It is important to emphasize that in our journal this is the first publication of Lelya Arey's creative work.

Jessica Zychowicz
Doctor of Philosophy,
Slavic languages and literatures,
University of Michigan, (USA);
Postdoctoral Scholar of the University of Alberta (Canada).

My king does not forgive adultery,
The verdict is fair and harsh:
"You are dirty, you are a liar, like eczema
You disgust me, you are a disgrace!"

He is silent, he is offended and angry,
I will see the punishment in his eyes:
Be alone and enjoy your exile,
Suffer like me. He left.

I am myself to blame for everything,
I deserve reproaches and quarrels,
Pain, anguish and sadness in the rain,
My persuasions are useless.

8.1.1999
24.3.1999

I like my love so much:
Longing and sadness, and happiness are very rare.
I'm so afraid to lose my beloved pain,
Kiss like a bite in the heart: frequent

You torment me and hurt, and then
You ask for forgiveness – softly-softly, drop by drop.
You unintelligently humiliate me with your mouth:
You chase me away, part with me, return. No fear

Will you be different some day.
I'm used to everything and always forgive.
Forget the frankness, the complaints,
I will not leave, I will not abandon you. I promise

Your sorrow will turn into joy,
The disease will pass, I will heal you
With love, I will color the bed with the sweetness
Of dreams, fantasies, realities, myself.

I will hug you and I will understand everything,
I will warm your soul with my breath,
I remember everything, I know why,
I will soothe your emotional turmoil.

Everything will be your way,
I'm all saturated with you.
Come back without tears and fuss.
I need my love so much.

2.2.2000

I'm yours to play your tune, my love,
To play your heart's desire, cherished dream,
Your blissfulness descending from above,
Your fancy of your bride in a white veil a gleam.

Your chord's obedient to you and true:
It can be low, and it can be loud,
And sonorous, and rattling, too,
It answers your hand's movements, fine and proud.

You, children, make your music playing.
May love vibrations be created thus:
Your masterpieces harmony conveying,
Your ABC created with no fuss.

The guitar longs for her guitarist
And the fiddler for his violin
With the love in the wraps of batiste
That can mend broken pieces and win.

(Wedding post 3.07. 2009).

9-10. 06. 2009.

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POETRY**ABOUT THE AUTHOR YULIYA SAFONOVA**doi: [10.34142/astreaa.2020.1.1.10](https://doi.org/10.34142/astreaa.2020.1.1.10)**SAFONOVA Yuliya****E-mail:** safonova.tatyana73@gmail.com

Yuliya Safonova is a young and talented Ukrainian poet from Kharkiv. She has a blemish from her childhood, but it did not prevent her from being strong and positive, which allowed her to withstand the test of fate. Great contribution was made to the wrapping up of her character by her parents, believing in her talent and supporting her on her life path. The girl has a particularly strong spiritual connection with her father, who inspires her to take creative steps and, at the same time, is a major critic of her works. Yuliya's mother is very caring, and pays special attention to her daughter's education, supporting her in every possible way. Personally, I consider this woman is a heroine who carries out daily maternal exploits. Yuliya is open for communication. Yuliya writes poems from an early age, so she found her own way to release her creative energy. Each of her poems is filled with emotions and experiences. In 2009, Yuliya became the winner of the contest "Gifted Youth" in the nomination "Children's Creativity in Poetry". Today, her life credo is: smile to the world - and the world will smile to you!

The Soul and the Word Collection was released in 2014. I bring to your attention several poems from this collection: «You were right here beside me» and «Song: Lady "Grinch"».

Svitlana Kryvoruchko
Doctor of Sciences (Philology),
Professor, Department of World Literature,
H. S. Skovoroda Kharkiv National Pedagogical University (Ukraine)

Beside me, long enough, you stayed,
Which felt as if it'd last forever.
It proved to be game you played;
My actions were too far from clever.

I trusted you with all my heart –
It's a mistake for which I'm paying.
"It must have been my destined part,"
I'd think to keep the pain from staying.

It scorched me splendidly within.
What's left is ice and cold in there.
My eyes, if you were to look in,
Will tell you I no longer care.

Lady Grinch song

I'm many-sided and I'm charming,
But this is not what you will see.
While I am pretty, it's alarming
You'll see but Lady Grinch in me.

It is beyond my understanding.
My sadness is a silent friend
Sometimes I cry but keep intending
To get it out in the end:

"We aren't a perfect match together:
You are a killjoy, I'm a star!"
You'll not deceive me with your blether
This Grinch is only yours so far.

My fight with you will keep on going:
A scratchcat will I be for you,
Not sorry for the plots I'm sewing,
No agnel, nor a bugaboo.

REFRAIN:

I'm many-sided and I'm charming,
But this is not what you will see.
While I am pretty, it's alarming
You'll see but Lady Grinch in me.

It is beyond my understanding.
My sadness is a silent friend
Sometimes I cry but keep intending
To get it out in the end:

“We aren't a perfect match together:
You are a killjoy, I'm a star!”
You'll not deceive me with your blether
This Grinch is only yours so far.

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POETRY**ABOUT THE AUTHOR TATYANA VARENKO**

doi:

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1

**VARENKO Tatyana****E-mail:** t.k.varenko@gmail.com

Tatyana Varenko is a contemporary poetess from Kharkiv and one singular event in the art of literature.

Though born and brought up in the Ukrainian-Russian environment, Ms. Varenko has transcended her linguocultural DNA and integrated English poetry writing into the proud heritage of the national glory. She creates multiple unrealities where dreams and ideas sprout up across the Universe like the roots of Yggdrasil.

Tatyana Varenko writes *par excellence* like Shakespeare, rhymes like Pushkin, loves like Dante, thinks like Machiavelli, and smiles like Nietzsche.

As a professional and scholar, Ms. Varenko devoted herself to public service in public education and public administration at local institutions and authorities in matters of global communication and international cooperation.

Author of novels in verse *Ordeal* (2010) and *Elfineness* (2014) and laureate of international literary awards, she creatively synthesizes realms, religions, epochs, and civilizations to create her exquisitely sophisticated *chefs-d'oeuvre*.

Svitlana Kryvoruchko
Doctor of Sciences (Philology),
Professor, Department of World Literature,
H. S. Skovoroda Kharkiv National Pedagogical University (Ukraine).

Prolog

The page is blank before your touch
Until you start to spell.
It's ready to absorb as much
As you intend to tell.

It works this way. Don't be deceived
By what appears true.
All of the moments hence relived
The page remembers too.

Your pain, your happiness, regret,
Your second thoughts and words
Will all be there as you get
In tune with your accords.

Whatever's written leaves a trace
In pages, hearts and minds
Once bits of you have left your grace,
They'll live beyond mankind's.

Life begins

Life begins at the gleam in his eyes
When he tells you he loves you and cares;
Life begins when you quit being wise
When you follow your life up the stairs;

Life begins when the work of your life
Starts to bring the result you've desired;
Life begins when a challenging strife
To achieve something new is inspired...

Life begins at a different age,
And can offer a lot of beginnings.
Life begins when you write a new page
In your life book with multiple meanings.

Life begins at the break of the dawn
When you hopefully look into distance;

Life begins at a beautiful song
That your heart sings to you with persistence.

Life begins at your dream coming true
Or expecting your plans implemented;
Life begins when you feel it anew
When you've done something good, or invented.

Life begins on the threshold of death
When you see you have been an achiever.
Life won't end till its ultimate breath
If you are diagnosed with life fever.

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Contact information:

H. S. Skovoroda Kharkiv National
Pedagogical University
Alchevskykh Str, 29, Kharkiv 61002, Ukraine

Editor-in-chief

Prokopenko I.

Deputy Editors:

Boyчук Y.
Kryvoruchko S.
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Technical Editors:

Chetverik V.
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Kryvoruchko S.
Tyhonenko T.

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t .: +380675765437, e-mail: mitra_izdat@meta.ua