

ІННОВАЦІЙНІ МЕТОДИ ФОРМУВАННЯ ІНШОМОВНОЇ КОМУНІКАТИВНОЇ КУЛЬТУРИ

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INNOVATIVE METHODS OF CREATING A FOREIGN LANGUAGE COMMUNICATIVE CULTURE

The report highlights the urgent issues of innovative methods for the formation of foreign language communicative culture in the teaching of foreign languages in schools. The article analyzes such training methods as role-playing games, the use of authentic and humorous works, mnemonic technique of foreign words memorizing. The authors emphasize the importance of these methods in the formation of communicative skills that are the basis for the development of communicative culture in the process of European integration.

Keywords: foreign language communicative culture, role plays, sense of humor, mnemonic devices, innovative methods.

ІННОВАЦІЙНІ МЕТОДИ ФОРМУВАННЯ ІНШОМОВНОЇ КОМУНІКАТИВНОЇ КУЛЬТУРИ

У доповіді висвітлюються актуальні питання інноваційних методів формування іношомовної комунікативної культури у процесі викладання іноземних мов у навчальних закладах. Стаття аналізує такі методи навчання як рольові ігри, використання автентичних гумористичних творів та мнемонічну техніку запам'ятовування іношомовних слів. Автори акцентують увагу на важливості даних методів у формуванні мовленнєвих навичок, що у процесі євроінтеграції є основою для розвитку комунікативної культури.

Ключові слова: іношомовна комунікативна культура, рольові ігри, почуття гумору, мнемонічні прийоми, інноваційні методи.

ИННОВАЦИОННЫЕ МЕТОДЫ ФОРМИРОВАНИЯ ИНОЯЗЫЧНОЙ КОММУНИКАТИВНОЙ КУЛЬТУРЫ

В докладе освещаются актуальные вопросы инновационных методов формирования иноязычной коммуникативной культуры в процессе преподавания иностранных языков в учебных заведениях. Статья анализирует такие методы обучения как ролевые игры, использование аутентичных юмористических произведений и мнемоническую технику запоминания иностранных слов. Авторы акцентируют внимание на важности данных методов в формировании речевых навыков, которые в процессе евроинтеграции являются основой для развития коммуникативной культуры.

Ключевые слова: иноязычная коммуникативная культура, ролевые игры, чувство юмора, мнемонические приемы, инновационные методы.

Stating the problem

One of the main purposes of learning foreign languages is the ability to communicate effectively with other users of the target language. Learners should be able to make themselves understood, using their current speaking experience. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary and to observe the social and cultural rules (they should take into account who is speaking to whom, in what circumstances, about what, and for what reason).

Teaching to communicate in real situations is very often neglected and students are given little chance to practise speaking in class.

We cannot but agree that when there is a willingness to change, there is hope for progress in any field. Creativity and innovation are beneficial for both students and teachers.

Innovative communication methods make substantial contribution into teaching nowadays. We support the idea that the aim of innovative teaching and learning methods is to make teachers interested to teach and student – to learn. Innovative methods help break deadlocks and avoid traps that students might get into during the process of learning.

Recent research analysis

Nowadays lots of scientists pay a great deal of attention to the problem of implementation of innovative methods in educative process.

Teaching the target language in a vibrant, active and interesting manner promotes the development of the learners' communicative ability.

Role-playing and simulation are one of the most effective methods. According to

D. Crookall and R. L. Oxford [1], there is little consensus on the terms used in the role playing and simulation literature.

A few of the terms often used interchangeably are simulation, games, role plays, simulation-game, and role play simulation and role playing game. A role play differs from simulation because participants are to adopt a new character with his personal vision of the world.

T. Hutchinson and N. Seliskar studied the problem of using humour in teaching English.

They support the idea that one of the aims of foreign language learning is to get to know the nation's culture and to learn to respect it. Humour reveals the most hidden parts of a nation's culture. Only few teachers include humour systematically into the educational process. Most of them are certain that students can learn less if they laugh. The truth is quite the opposite. Laughter brings people closer together and therefore effects in the same way teachers and students [5]

M. A. Mastropieri and T. E. Scruggs stress the great importance of learning mnemonic devices as they are an instructional strategy designed to help students improve their memory of important information. This technique connects new learning to prior knowledge using visual and/or acoustic cues [3].

Purpose

The purpose of this paper is to present the innovative methods of teaching as methods that can be attempted in imparting knowledge to the students. Teaching must include two major components: sending and receiving information. Therefore, a teacher tries his/her best to share knowledge as the way he/she understood it.

So, any communication methods that serve this purpose without destroying the objective are considered as innovative methods of teaching. The use of innovative methods in educational institutions has the potential not only to improve education, but also to make it more pleasant and easy for students.

Theoretical and practical aspects

Role plays

We want to draw your attention to a role play as an effective innovative method of improving communicative skills.

The goal of a role play is to create a scenario that suits the topic and conditions close to real life. Consequently it is a good way to enable students to develop social skills and make them learn by doing. As highly flexible learning activities role plays give learners an opportunity to practice communicating in different social situations and roles. It is especially advantageous for shy learners with difficulty in conversation by providing a mask to enable them to feel free.

A role play has a wide scope for variation and imagination. A role play can improve learners' speaking skills in any situation and helps learners to interact.

Through this activity, students gain valuable experience related to their life which helps them to become more open for communication. Teachers should help students to overcome such obstacles in language learning process as the lack of confidence and fear of making a mistake in the class.

When students are appointed a situation to role play, they make every effort to elicit the appropriate language that could be used to express their thoughts. They also acquire speaking skills and oral fluency, therefore promoting their confidence.

About role-play Ments said that «it expresses hidden feelings, student can discuss private issues and problems, enables students to empathize with others and understand their motivation» [4, p. 13].

Ments mentioned that role play is «motivational and effective because it involves activity» [4, p. 13]. Role play is highly motivational because it is different from an ordinary lesson.

Qing (2011) noticed that role play could increase students' intercultural awareness and develop overall communicative competence [6, p. 36]. The author stated, «Adopting another's cultural role creates freedom for experimentation while it also creates a significant learning situation for the participants and for the audience» [6, p. 38]. The author also stated, «Content based role plays give students the unique opportunity to explore another culture in detail from a variety of perspectives. Speakers of English should be able to express themselves properly and understand the grammatical discourse, strategic, and sociolinguistic factors for any given situation based on a higher level of communicative competence» [6, p. 38]. The appropriate use of English is a matter of cultural context as well as the right choice of linguistic items.

We want to point out some of the disadvantages of role play. According to Ments, assigned situations sometimes create conflicts within the group as they might hurt the feelings of others' [4, p. 16]. He also mentioned that role play might be seen as 'too entertaining and frivolous' [4, p. 16]. We should remark the role of a teacher to explain the students that it is not only fun, but also an opportunity to participate in the learning process.

This method can also be time-consuming, hence it cannot be applied spontaneously. Role plays have to be prepared in details in advance. There are many ready-made materials for educators. Nevertheless, teachers should take into consideration the fact that too much background information causes chaos in learners' mind; too little information makes the participants invent it during the role-play, which can slow down the course of discussion.

Sometimes the discussion becomes too personal and individuals get so involved with arguing that it is then impossible for the group to reach a decision. Learners often behave differently than in a real-life meeting because they know they will not be punished. A good idea is to discuss the problems altogether. Brainstorm what makes a good role play and what they think proper behavior during a role play is.

To have a successful role play teachers should follow the next advice.

- Introduce activity by explaining the situation. It is a good idea to ask ICQs (or «Instruction Check Questions») to check understanding of all the relevant aspects of the task.

- You should give enough information about the situation to elicit the vocabulary you aim to be used, but it should leave enough to the imagination to allow the students to construct their speech on the spot. In a role play students should work on building their fluency by using unplanned speech. Students will get more from the exercise if they can correctly use the appropriate vocabulary on their own.

- Learners should clearly understand what goals to achieve, so set objectives before the discussion.

- Students should get role cards conveying words, expressions, or sentences for them to use.

- Have students brainstorm in their group for planning. Encourage students to make notes while they are planning, but not to write a speech.

- Remember: a small group is easier to participate in than a bigger one.

- It is important to set a time limit to avoid time-wasting and make the participation effective and productive.

- Do not expect your students to participate equally in a role play but try to encourage the quiet ones to speak.

Giving feedback will improve the performance of your students in the next role plays. Try to avoid correction and feedback while students are speaking but make notes to give them some constructive feedback on their role play after it is completed. To have your students reflect on their production, record them while speaking and then send the file. Reflection and feedback are both vital for students to improve.

Sense of humor

We cannot say we know the language of the country without being aware of its culture. We cannot understand the culture of the country without understanding the national humor.

Some people consider that English humor is too difficult to understand and English sense of humor is incomprehensible. We completely do not agree with these statements. We believe that humor is a way to unite people of different cultures, of course, if it is used in appropriate place and time.

Lots of students, especially the beginners, have some psychological problems when they try to speak foreign language. There is no better way to destroy the «speaking block» than to use a good joke. It relaxes, it helps the teacher create friendly speaking climate in the classroom. What can be more pleasant for a teacher than to see the students leaving the classroom smiling?

English humor is mostly based on the play of words, using the great amount of homonyms and idioms [2, p. 79].

Woman: Oh, darling, how could you come so fast?

Man: You know, I have a lead leg.

A joke can be used in any part of the lesson. It can be a warming up stage to develop the phonetic hearing [2, p. 17].

Mother: Jane, what is your sister doing?

Jane: Well, if the ice is as thick as she thinks it is, she is skating but if the ice is as thin as I think, she is swimming.

In addition, it can be used in introduction stage to attract students' attention to the grammar topic of the lesson [5, p. 31].

Teacher: Bob, make a sentence starting with I.

Bob: Ok, I is...

Teacher: I am...

Bob: I am the ninth letter of the alphabet.

Humorous texts are good at the drilling stage, which is the most boring but to our mind is the most important one. Jokes support working tension when students get tired at the end of the lesson and, of course, correct understanding of it is the best result of learning a foreign language.

Using humor at the lessons can bring some problems for a teacher. We have mentioned that any joke should take the appropriate time and place.

The teacher should know at least the basic cultural and psychological peculiarities of his/her students not to harm their feelings.

The amount of jokes should be limited not to cause it to fall into chaos. The teacher can avoid this problem with careful planning of each lesson stage.

For better understanding of English humor, the teacher can suggest the students watching English comedies, creating their own list of favourite jokes, celebrating various funny holidays, such as the Day of Humor, the April Fool's Day, the Red Nose Day, etc. Students can make the wallpaper with friendly caricatures, act humorous sketches and have jokes competitions.

Mnemonic words

Each student faces the difficulties with memorizing new words, grammar structures or rules. Each teacher looks for a way to make it easier. One of the strategies is to use the mnemonic techniques. They are based on making clear links between known and unknown information. Our brain perceives these links better than the original form and it helps transfer the information to long-term memory.

What should we know to use these techniques?

We have to know the way the students perceive information better. About 70% of students take any information easier in the visual form.

Some of the students (about 20%) use auditory form and about 10% of the students prefer kinesthetic form.

Besides, the information will be learnt more efficiently if it causes personal or emotional response.

Of course, there are some devices that usually work but the best way is to teach the students to create their personal ones.

First, the teacher should show and accentuate students' attention on these devices.

For example, offer them to remember the order of colours in a rainbow. Let them try and then write on the board ROY G. BIV.

Explain that you have written the first letters of each colour (red, orange, yellow, green, blue, indigo, violet) – acronym.

In addition, you can suggest creating a short song, poem, rhyme or chant to remember the order better. The students with the auditory form of perceiving will choose this way.

For students with a visual form you can offer to draw the man who can be named ROY G. BIV.

The students with predominance of kinesthetic form will prefer making the applique using different materials like fur (red), foil (blue), etc. or they can imagine how they touch these materials.

It is useful to find the association to each word:

Red – hot, dangerous

Orange – warm, smelly, etc.

Second, to «turn on» the personal response suggest your students creating a short story about the man ROY G. BIV. The story can be detective, romantic or humorous.

On every stage, the teacher should monitor and evaluate the students' work not to lose the purpose of the task – to memorize the words. Students ought to avoid too difficult and long ways.

At the end, let your students call the colours of the rainbow in the correct order and ask them to analyze which mnemonic device helped them.

There are lots of mnemonic techniques:

- acrostic (invented sentence or rhyme with a first letter cue);
- rhyme – key (memorize key words that can be associated with unknown words);
- method of Loci (imagine yourself walking through the location putting the objects you need to remember into different places);
- the keyword method (select a word in your mother tongue that sounds like the unknown word);
- the image-name technique (invent any relationship between the name and the physical characteristics of the person);
- chaining (create a story where each word or idea you have to remember cues the next idea you need to recall).

We have mentioned some methods but we want to emphasize that there is no better device than the technique that has been developed by your own and personally for you.

Conclusion

Innovative methods of teaching made the role of students more important than teachers'. Nowadays a teacher is considered a facilitator who provides support, strategies and encouragement for learners as they explore new ways of being. We need to have interactive teaching as students can achieve deep-learning that is the basis of long-term knowledge.

Therefore, teaching depends upon successful mode of communication and innovation.

1. Innovative methods of teaching communication prepare students for language use in real world. From the above, we can make out that role plays are great for getting students active and collaborating with other participants. Using language for personal purposes and being flexible performing different roles in the classroom as well as in real life must be the perspectives of language education.

2. Humour is said to be the best physical exercise – laughter relaxes all facial muscles, unwrinkles the forehead, the body receives more oxygen, and the breathing deepens automatically. Using jokes and humorous texts at the lessons makes the process of learning deeply rewarding and encourages students to deep learning of foreign language culture.

3. The characterization of mnemonic devices as cognitive cuing structures is proposed as a step forward in the development of a theory of mnemonic devices. Mnemonic method is considered to be beneficial to a very great degree.

Language teaching can be an interesting challenge when teachers make the effort to explore a variety of approaches.

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«ЙОГО СІМ'Я» АНАТОЛІЯ ДІМАРОВА В ЖАНРОВІЙ ПАРАДИГМІ СІМЕЙНОГО РОМАНУ

Стаття присвячена вивченню жанрової специфіки твору А. Дімарова «Його сім'я» як сімейного роману. В дослідженні наголошено на характерних рисах жанру; зацентовано увагу на категорії сім'ї як особливому колективному героєві; окреслено проблемний, тематико-мотивний і поетикальний рівень «Його сім'ї»; доведено приналежність епічного полотна прозаїка до кращих зразків сімейного роману в українській літературі.

Ключові слова: роман, сімейний роман, жанр, жанрова специфіка, поетикальна константа.

«HIS FAMILY» BY ANATOLIY DIMAROV IN GENRE PARADIGM OF FAMILY ROMANCE

The article deals with the study of genre specifics of the text «His family» by A. Dimarov as a family romance. In the article it is noted that the main feature of the analyzed novel is the creation of special, collective hero – family. In the novel is outlined the nuclear type of family and a single parent family, is proved the existence of families in certain terms of dreams survey. The main storyline revolves around the couple of Yakov and Nina Gorbatyuk, which are contradictory images, the embodiment of individual, opposite features: Yakiv represents «escapist», Nina – «stay-at-home».

Within a top theme that is developed in novel – the theme of the family – the most productive motives are motives of family destruction, home and travel-escape of a man. On the troubled level in «His family» are shown two models of conflicts: interfamilial conflicts and the model «family – society». The structure of the novel is represented by such constants as epic, psychology, intertextuality.

The implementation and active functionality of the complex of genre features of family romance on many levels of «His family» by A. Dimarov serves to enrich the genus-species system of artistic works of the writer, the development of a clear differentiation and typology of his literary works, it justifies the belonging of epic plot to the best examples of genre in Ukrainian literature.

Keywords: novel, family romance, genre, genre specification, poetical peculiarity.

«ЕГО СЕМЬЯ» АНАТОЛИЯ ДИМАРОВА В ЖАНРОВОЙ ПАРАДИГМЕ СЕМЕЙНОГО РОМАНА

В статье осуществлен анализ жанровой специфики произведения А. Димарова «Его семья» в ключе поэтики семейного романа: отмечено главные черты жанра, акцентировано внимание на категории семьи как особом коллективном герое, очерчено проблемный, поэтикальный и тематико-мотивный уровень романа, доказано принадлежность произведения писателя к лучшим образцам семейного романа в украинской литературе.

Ключевые слова: роман, семейный роман, жанр, жанровая специфика, поэтикальная константа.

Сімейний роман – один із найдавніших формально-змістових утворень в історії літератури, яке пройшло досить довгий історико-літературний шлях, що засвідчило постійне коригування його жанрових меж, безперервність процесу трансформації. Взятий у всій сукупності своєї проблематики, спрямованої на осмислення взаємин людини і сім'ї, включення в простір сім'ї особистості, творення особливого типу героя, чие життя визначається усвідомленням свого зв'язку зі світом сім'ї, сімейний роман являє собою досить складне явище, що пояснює його **актуальність** на сьогоднішній день, виводить інтерес до даного жанру на новий рівень наукового осмислення.

Мета статті – дослідити твір А. Дімарова «Його сім'я» (1956) як зразок сімейного роману. В такому ракурсі роман письменника розглядається вперше, що підкреслює **наукову новизну** нашого дослідження.

Про авторське зацікавлення сімейною темою Микола Жулинський пише: «...в ньому проклонулася сімейна тема, письменник відчув, що його перо наблизилося до пізнання правди життя (...). Ця тема, яка так захопила його творчу уяву, буквально пульсувала в його крові. Сімейна драма так і просилася на папір, «переслідувала» журналіста в частих відрядженнях по області, «змусила» завести блокнот і занотувати все, що несподівано з'являлося у його пам'яті» [4, с. 24–25]. На думку К. Ломазової, «одержимість» сімейною проблематикою та непохитна позиція автора в цьому питанні дали можливість А. Дімарову розкрити тему «із глибоким знанням справи» [7, с. 131], визначили особливості його творчої манери.

Провідною жанровою ознакою сімейного роману вважається творення особливого, колективного героя – сім'ї. Сімейний роман фокусується навколо сім'ї в цілому, а не одного з її членів [9].

У романі «Його сім'я» окреслено нуклеарний тип сім'ї (складається з двох поколінь). Магістральна сюжетна лінія розгортається навколо подружжя Якова та Ніни Горбатюків, котрі є суперечливими образами, втіленням індивідуальних, взаємопротилежних рис: Яків уособлює «втікача» (escapist), Ніна – берегиню домашньому затишку (stay-at-home). У фіналі твору, коли сімейний мікросоціум покидає один із його членів, Яків-батько, актуалізується інший тип – сім'я батька-одинака (матері-одиначки Ніни). В «Його сім'ї» яскраво виражений автономний тип розподілу сімейних ролей (чоловік і дружина розподіляють ролі і не втручаються у сферу впливу іншого). Так, Ніні Горбатюк відводиться роль дружини-матері, тобто місце вдома, за Яковом зберігається право на заробіток і працю. Сім'я в романі також позиціонується як неблагополучна, тобто в якій «...порушена структура, знецінюються або ігноруються основні сімейні функції, наявні або приховані дефекти виховання, в результаті чого з'являються «важкі діти» [1, с. 74]. Ось як це ілюструє цитата з твору: «...вона дуже вразлива, нервова дівчинка. Татові й мамі треба подбати про те, щоб створити для дитини найсприятливіші умови...» [2, с. 274–275].