

РІВНЕНСЬКИЙ ДЕРЖАВНИЙ ГУМАНІТАРНИЙ УНІВЕРСИТЕТ
ФІЛОЛОГІЧНИЙ ФАКУЛЬТЕТ
КАФЕДРА ПРАКТИКИ АНГЛІЙСЬКОЇ МОВИ



АКТУАЛЬНІ ПРОБЛЕМИ СУЧАСНОЇ ІНОЗЕМНОЇ ФІЛОЛОГІЇ

СТУДЕНТСЬКИЙ НАУКОВИЙ ВІСНИК

PHILOLOGY



УДК 81'243

А 43

Актуальні проблеми сучасної іноземної філології: Студентський науковий вісник. Рівне: РДГУ. 2021. 219 с.

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Розглянуто й затверджено на засіданні кафедри практики англійської мови РДГУ (протокол № 2 від 03.02.2021 р.).

Затверджено вченою радою Рівненського державного гуманітарного університету (протокол № 2 від 27.02.2021 р.).

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THE PROBLEM OF UNDERSTANDING COMMUNICATIVE BEHAVIOR OF PEOPLE FROM ENGLISH-SPEAKING COUNTRIES

Speaking about communicative behavior of people from English-speaking countries, we have to emphasize on the problem of the appearance and communication of English people, to show main problems and the ways of their solving [4]. First of all, we have to tell that England is one of four distinct regions of the United Kingdom, which also includes Wales, Scotland, and Northern Ireland. England's population is approximately 47 million of people.

It is important to note that the Scots, Welsh and Irish are not English, and they are often offended when referred to English speaking world. Additionally, citizens of the U.K. do not consider themselves, as European. Unfortunately, they are usually grouped due to the part of people's membership in the European Union.

The English are very proud of their heritage and history. Along with their contributions to the world of today, several famous writers came from England. Some of the most famous are W.Shakespeare, T.S.Eliot, and G.Chaucer. This century England has seen many influential daughters and sons. The Beatles, Winston Churchill, and Queen Elizabeth II have all played a tremendous role in England's presence in the contemporary world.

The scientific analysis for England illustrates their strong feelings towards individualism and masculinity [1]. The power distance and uncertainty avoidance are ranked considerably as less important ones [2]. Long-term orientation ranks the lowest, indicating that change in England that can be achieved more rapidly than in many other countries [5].

According to these, *the aim* of this research is to define psychological peculiarities of understanding communicative behavior of people from English-speaking countries.

In order to achieve the aim stated in our research, we have to complete a set of the following *objectives*: to distinguish United Kingdom – Great Britain – England Appearance, which in a great degree influences the communicative behavior of English speaking people; to describe United Kingdom – Great Britain – England Communicative Behavior; to determine United Kingdom – Great Britain – England Patterns of Communications; to describe meeting and greeting in England; to characterize body language in England; to describe a corporate culture in England; to show dining and entertainment in England; to characterize dress and gifts in England; to describe helpful hints in England. All these are factors of Communicative Behavior of people from English-speaking countries.

Taking into account the impotence of the conventional methods of scientific research while dealing with the object of our article, the most substantial part of the methodological base for this research has been developed by us. As for general scientific methods, such of them as the method of induction, deduction, analysis and synthesis, comparative and descriptive methods and explanatory ones were also used quite successfully.

Analyzing Predominantly Christian countries, the primary correlation between religion and the Geert Hofstede Dimensions is a High Individualism Ranking. This indicates that predominantly Christian countries have a strong belief for the person's individuality, with individual rights being paramount within the society. People in these countries may tend to form a larger number of looser relationships.

So, we have to distinguish United Kingdom – Great Britain – England *Appearance*, which in a great degree influences the communicative behavior of English-speaking people:

1. Business attire rules are somewhat relaxed in England, but conservative dress is still very important for both men and women. Whether you're interviewing for a professional Tesco jobs or a restaurant position.

2. Dark suits, usually black, blue or gray are quite acceptable.

3. Men's shirts should not have pockets; if they do, the pockets should always be kept empty. Additionally, men should wear solid or patterned ties, while avoiding striped ties.

4. Men wear laced shoes, not loafers.

5. Business women are not as limited to colors and styles as men are, though it is still important to maintain a conservative image.

Let's describe United Kingdom – Great Britain – England *Communicative Behavior*:

1. Always be punctual in England. Arriving a few minutes early for safety is acceptable.

2. Decision-making is slower in England than in the United States; therefore, it is unwise to rush the English into making a decision.

3. A simple handshake is the standard greeting (for both men and women) for business occasions and for visiting home.

4. Privacy is very important to the English. Therefore, asking personal questions or intensely staring at another person should be avoided.

5. Eye contact is seldom kept during British conversations.

6. To signal that something is to be kept confidential or secret, tap your nose.

7. Personal space is important in England, and one should maintain a wide physical space when conversing. Furthermore, it is considered inappropriate to touch others in public.

8. Gifts are generally not a part of doing business in England.

9. A business lunch will often be conducted in a pub and will consist of a light meal and perhaps a pint of ale.

10. When socializing after work hours, do not bring up the subject of the activity.

11. When dining out, it is not considered polite to toast those who are older than this person.

Now it is correct to determine United Kingdom – Great Britain – England

Patterns of Communications:

1. America, Britain, Canada, Australia and other countries have included nations divided by a common language.

2. In England English is the official language, but it should be noted that Queen's English and American English are very different.

3. Ordinary vocabulary can differ between two countries.

4. Loud talking and disruptive behavior should be avoided.

5. One gesture to avoid is the V for Victory sign, done with the palm facing the person. This is a very offensive gesture.

6. If a man has been knighted, he is addressed, as: "Sir and his first name", for example: "Sir John. If writing a letter, the envelope is addressed – "Sir First name and Last name", in such a way: "Sir John Roberts".

So, let us describe the communicative behavior of people in England nowadays. Four countries make up the United Kingdom of Great Britain and Northern Ireland – England, Scotland, Wales and Northern Ireland. Residents of any of these countries may be called "British". Use "English", "Scot" or "Scotsman", "Welsh" and "Irish" or "Northern Irish" only when it is certain of a person's heritage. While four countries share many customs, each has its own set of cultural nuances.

In England politeness, reserve and restraint are admired. The English are courteous, unassuming and they are very proud of their long and rich history.

Scots are passionate about their country, guarding its uniqueness and refusing to go along with English ideas. While cool and aloof externally, they are extremely sentimental about their family and their country. Overall, Scots are free of class consciousness and social elitism, except in religion.

Generally, Protestants mix only with Protestants and Catholics, and they mix only with Catholics. Scots have a keen, subtle sense of humor and value generosity, respectability. Wales have been a part of the United Kingdom for more than 400 years, but has kept its own language, literature and traditions. The most residents of Wales are of Welsh or English heritage. Many immigrants from former British colonies and other parts of U.K., for example Welsh take a great pride for their country and their heritage. The Welsh love to sing and talk and spend much of their free time at with their families [3].

Two-thirds of the Northern Irish have Scottish or English roots. The others are of Irish descent. Irish value friendliness, sincerity and nature. They dislike pretentious behavior and possess a strong ethic activity. Family ties are very important in Northern Ireland.

Let us describe *meeting and greeting* in England:

1. The British are reserved, which may cause them to appear cool and indifferent or overly formal. In fact, they are very friendly and helpful to foreigners.
2. Shake hands with everyone present – men, women, and children – at business and social meetings. Shake hands again when leaving.
3. Handshakes are light – not firm.
4. Women should extend their hand to men first.
5. Use the last names and the appropriate titles until specifically invited by your British hosts or colleagues to use their first names.

Let's characterize *body language* in England:

1. The British are not back slappers or touches and generally do not display affection in public.
2. Hugging, kissing and touching are usually reserved for family members and very close friends.

3. The British like a certain amount of personal space. Do not stand too close to another person or put your arm around someone's shoulder.

4. Staring is considered rude.

Communicative behavior in a large degree depends on *a corporate culture* in England:

1. In Great Britain punctuality is important for business meetings. Be on time.

2. Brits prefer a congenial business relationship, but tend to get right down to business after a few moments of polite conversation.

3. Business is well initiated through a well-connected third party.

4. The Board of Directors is the source of power and the principal decision-making unit in a company. Formal approval of the board is required for most decisions. Decisions may be slow in their modeling.

5. Expect formalities and protocol to be observed for business, especially in London.

6. Business organization traditionally is multi-layered with a vertical chain of a command. A network of committees, formal and informal, is existed in larger companies. Group consensus is preferred to individual initiative.

7. In older companies, business still centers around the “old boy network” with prep schools, universities and family ties being of great importance. Newer companies are more progressive.

8. Meetings should be scheduled well in advance.

9. Meetings generally have a concrete objective, such as: making a decision, developing a plan or arriving for any agreement.

10. Presentations should be detailed and subdued.

11. Scots are known for being skilled business persons, priding themselves for being internationalists. They also are suspicious of “go-getters” and have gained respect success only when it is achieved over time.

Let us describe *helpful hints* in England:

1. Men should open doors for women and stand when a woman enters a room.

2. Always hold the door for a person following behind you.

3. Honor rank when entering a room. Allow higher rank to enter first.
4. Don't insult a royal family or show a great interest in their private lives.
5. Respect the British desire for privacy. Don't ask personal questions, such as where a person lives or what a person does for his/her profession or job. Don't talk about money.
6. Do not violate a queue. It is considered very rude to push ahead in a line.
7. Do not shout or be loud in public places and don't use excessive, demonstrative hand gestures when speaking.
8. Staring is considered quite impolite.
9. Do not be too casual, especially with the English language.
10. The English avoid speaking in superlatives. "I am quite pleased", means, that people are extremely happy.
11. Never try to sound British or mimic their accent.
12. Humor is ever-present in English life. It is often self-deprecating, ribbing, sarcastic, sexist or racist. Try not to take offense.
13. In Scotland, kilts are worn by men at formal occasions (for ex. a black tie, weddings, etc.). Don't make jokes about or ask a Scot what he wears under his kilt.
14. In Northern Ireland, religion and politics have created conflict in for many years. Avoid these discussing topics if it is possible.

There are some details which are useful and for distinguishing the communicative behavior of English people. Especially for women for distinguishing their communicative behavior:

1. The "Old Boy Network" is alive and well in the United Kingdom. However, women are becoming more common in managerial positions in the United Kingdom than in most EC countries, especially in service industries and public sector jobs.
2. Foreign women will have little difficulty conducting business in Great Britain.
3. Don't be insulted if someone calls you love, dearie, or darling. These are commonly used and not considered rude.

4. It is acceptable, but may be misconstrued, for a foreign woman to invite an English man to dinner. It is best to stick with lunch.
5. If a woman would like to pay for a meal, she should state this at the outset.
6. Crossing your legs at the ankles, not at the knees, if it is proper.

So, we propose some basic types of nonverbal communication and body language of English people. There are many different types of nonverbal communication. If taking together, the following nonverbal signals and cues for productive communication depend on the person's interest and investment from the side of others.

Facial expressions. The human face is extremely expressive, it is able to express countless emotions without saying a word. And unlike some forms of nonverbal communication, facial expressions are universal. The facial expressions for happiness, sadness, anger, surprise, fear, and disgust are the same among different cultures.

Body movements and posture. Consider how your perceptions of people are affected by the way they sit, walk, stand up or hold their head. The way you move and carry yourself, communicate in a paradigm of wealth of information around the world. This type of nonverbal communication includes your posture, bearing, stance, and subtle movements.

Gestures. Gestures are woven into the fabric of our daily lives. We wave, point, beckon and use our hands when we're arguing or speaking animatedly –expressing ourselves with gestures often without thinking. However, the meaning of gestures can be very different across cultures and regions, so it's important to be careful to avoid misinterpretation.

Eye contact. Since the visual sense is dominant for the most people, eye contact is the especially important type of nonverbal communication. The way you look at someone can communicate many things, including interest, affection, hostility or attraction. Eye contact is also important in maintaining the flow of conversation and for gauging the other person's response.

Facial expressions are also different:

- Although smiling is the expression of happiness in the most cultures, it can also signify other emotions. Some Chinese, for example, may smile when they are discussing something sad or uncomfortable.
- Winking has very different connotations in different cultures. In some Latin American cultures winking is a romantic or sexual invitation. In Nigeria, Yorubas may wink at their children if they want them to leave the room. Many Chinese consider winking to be rude.
- In Hong Kong, it is important not to blink one's eyes conspicuously, as this may be seen as a sign of disrespect and boredom.
- Some Filipinos will point to an object by shifting their eyes toward it or pursing their lips, and point with their mouth, rather than using their hands.
- Some Venezuelans may use their lips to point at something, because pointing with a finger is impolite.
- Expressions of pain or discomfort such as crying are also specific to various cultures; some cultures may value a stoic affect while others may encourage a more emotive state. Expressions of pain or discomfort are also learned from one's family illness experiences, expressions and idioms of distress.

Kinesics	body motions (blushes, shrugs, eye movement, foot-tapping, drumming fingers)
Proxemics	spatial separation (in relation both the social and physical environment)
Haptics	Touch
Oculesics	eye contact
Chronemics	use of time, waiting, pausing
Olfactics	Smell
Vocalics	tone of voice, timbre, volume, speed
Sound Symbols	Grunting, mmm, er, ah, uh-huh, mumbling,

Silence	absence of sound (muteness, stillness, secrecy)
Adornment	Clothing, jewellery, hairstyle
Posture	Position of the body (characteristic or assumed)
Locomotion	walking, running, staggering, limping
Expression	frowns, grimaces, smirks, smiles, pouting
Form Main Function (in some cultures)	Nod (Yes). Repeating. Shrug (I don't know). Substituting. Scratch head, quizzical look. Complementing. Tone of voice, pointing. Accenting. Hand raised. Regulating, turn taking. Head shake. Contradicting. Eye movements. Staring/Looking down or away. Dominating/Submitting. Raised fist. Aggression. Hand-shake. Socialising. Touching, kissing. Arousal. Over-adornment. Boasting.

So, we'll propose some psychological conditions of the perception and understanding of communicative behavior of people from English-speaking countries:

1. We think that the perception and understanding of communicative behavior of people from English-speaking countries in a great degree is actualized through the image. The latter is not just the result of the person's imagination, but a visual generalization that accompanies the verbal explication of the man's thoughts through the Englishmen/women pointing gestures. If the pointing gesture is separated from the whole paradigm of perception as a certain object of interest from the environment, especially situational, then the separation, for example, is a part of this object in relations to a specially selected or constructed space indicates the supra-situational attitude of the recipient to a certain object and the creation of the most stable way of existence of the object itself, in addition to its connections with the pointing gesture. Thus, the pointing gesture is transformed into a paradigm of conditional space, further transformations of which facilitates the emergence of the "pointing field" in the system of the perception and understanding of communicative behavior of people from English-speaking countries.

2. In the initial period of formation of communicative behavior of people from English-speaking countries of recipients, when language and comprehension are

based on the structure of meaning, the leading role in these processes is played by subject affiliation, visual, visual image (= image), performing the role of “internal form” support of communicative behavior of people from English-speaking countries and further – verbal thinking.

3. The actualization of communicative behavior of people from English-speaking countries by recipients takes place in a conditional space close to a real life. Communicative behavior of people from English-speaking countries contributes to the fact that speech activity will be “grouped” around the image and creative practices. Conditionally, space becomes a paradigm of the most significant and valuable content, which initially embodied a certain image, specially created by the addressee. In other words, the selection of this speech image became the basis for the construction of the individual model of the world by recipients. Having been ritualized real actions, which contain in their structure the “products” of all kinds of creative practices, represent a symbolic form of the primary image, which is created by recipients from the very beginning of the actualization of communicative behavior of people from English-speaking countries.

4. Stimulating the development of communicative behavior of people from English-speaking countries of recipients allows us to assert the fact of the coincidence of the structure of the subject action of the person with the structure of the expanded statement (the addressee – the action – the object). In this case, the special significance of the game in the development of communicative behavior of people from English-speaking countries can be argued about the unifying (between practice and foreign language) nature of the image (for us it is a game) activities. This does not mean a separate action, but an art system that provides the dominant role of the recipients as a figure who, by the conditions of “imaginary situation” was excluded into the space of everyday life. The actions associated with it (are usually irrelevant, conditional), and the depicted objects will resemble a simple, everyday situation, such as playing with a toy, or drawing, dancing, etc.). It is this system that is reflected in foreign language speech. The conditional visual system and the system of foreign language speech are closely interconnected and they are in a situation of mutual generation. That is why

communicative behavior of people from English-speaking countries is a link, not a “mediator” between the practice and the language, but a speech-generating mechanism.

5. By stimulating the communicative behavior of people from English-speaking countries of recipients, the addressee creates an image that focuses on the image in a situation of limited conditional field. It is this mechanism that brings learning situations closer to real ones, which will be continued in the next life of recipients, will allow them to “transfer” the knowledge, skills and abilities acquired at the process of their studying to further situations of foreign language interaction with native speakers in cross-cultural space.

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THE WAYS OF USING FAIRY-TALES TO TEACH PUPILS ENGLISH AT PRIMARY SCHOOL

The problem of teaching fairy-tale's materials has always been one of the key problems in the methodology of teaching foreign languages, because it is the main means of implementing this or that principle and approach. In the light of communicative and socio-cultural approaches to the teaching of foreign languages, special attention is paid to the authenticity of educational materials. Inclusion of it into the educational process allows us to create conditions for a full-fledged acquaintance of pupils with another culture [3].

At the elementary school the problem of educational materials has its own peculiarities, including the impossibility of incorporating full-fledged authentic texts into the content of instructions through lack of communicative, linguistic and socio-cultural competences of pupils. In addition, the introduction of authentic narratives at elementary school has its own specificity, which is associated with psychological and pedagogical characteristics of children of this age. Thus, educational materials have to contain an element of fiction, a certain game with a purpose to develop the imagination and thinking of any child.

That is why the subject-matter of the given article are different types of fairy-tales for teaching English pupils at primary school, which not only help teachers to use methods and approaches to teach English, but influence the development of schoolchildren's person, to form their socio-cultural competence.

ЗМІСТ

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АКТУАЛЬНІ ПРОБЛЕМИ СУЧАСНОЇ ІНОЗЕМНОЇ ФІЛОЛОГІЇ

Відповідальний за підготовку збірника до видання **Воробйова І.А.**

Комп'ютерна верстка **Воробйова І.А.**