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Ю. А. Падар

АКСИОЛОГИЧНОСТЬ В «ДНЕВНИКЕ» Е. ЧИКАЛЕНКО

В статье рассмотрены аксиологические смыслы и способы выражения аксиологичности в «Дневнике» Е. Чикаленко – известного украинского культурного деятеля и издателя начала XX в.

Ключевые слова: аксиологичность, аксиологические смыслы, шкала оценок, «Дневник» Е. Чикаленко.

Y. Padar

AXIOLOGISM IN «DIARY» BY E. CHIKALENKO

Axiological implications and means of their expression in «Diary» by E. Chikalenko, famous Ukrainian cultural figure and editor of the beginning of XXth century, are considered in the article.

Keywords: axiologism, axiological implications, rating scale, «Diary» by E. Chikalenko.

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READING AS MEANS OF COMMUNICATION

Reading is of great educational importance, as reading is a means "of communication, pe ople get information they need from books, journals, magazines, newspapers, etc. Through reading in a foreign language the pupil enriches his knowledge, of the world around him. He gets acquainted with the countries where the target language is spoken.

Keyword: Communicative Activities in English Reading Class, Categories, Polishing teacher's role, Creating a pleasant atmosphere: Group work, Question, Moderating, Praising, Encouraging, Gesturing.

Reading is one of the main skills that a pupil must acquire in the process of mastering a foreign language in school. The syllabus for foreign languages lists reading as one of the leading language activities to be developed. It runs: "To read, without a dictionary, texts containing familiar grammar material and no more than 4—6 unfamiliar words per 100 words of the text the meaning of which, as a rule,

should be clear from the context or familiar word-building elements (in the eight-year school). Pupils are to read, with the help of a dictionary, easy texts containing familiar grammar material and 6—8 unfamiliar words per 100 words of the text (in the ten year school)." Therefore, reading is one of the practical aims of teaching a foreign language in schools.

Reading is not only an aim in itself; it is also a means of learning a foreign language. When reading a text, the pupil reviews sounds and letters, vocabulary and grammar, memorizes the spelling of words, the meaning of words and word combinations, he or she also reviews grammar and, in this way, they perfect their command of the target language. The more a pupil reads, the better his or her retention of the linguistic material is. If the teachers instructs their pupils in good reading and they can read with sufficient fluency and complete comprehension, they help them to acquire communication speaking and writing skills as well. Reading is, therefore, both an end to be attained and a means to achieve that.

Reading is one of the most effective ways of foreign language learning. Reading simply is the interpretation of a written message. Walter R. Hill [8, p. 4] briefly defines reading as what the reader does to get the meaning he needs from contextual resources.

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning and the goal of reading is comprehension [15, p. 68]. The ability to read requires that the reader draw information from a text and combine it with information and expectations that the reader already has [7, p. 187]. Alderson J.C. (2000) states that reading is built from two components: word recognition and comprehension. These two components gained through reading will foster learners' language competence. Krashen and Terrell [14, p.131] point out that reading enables learners to comprehend better which is an important factor that can develop language competence.

Reading will add to learners' conversational performance. Reading will help learners to decipher new words that they need for conversations. Through reading language learners will have vocabulary knowledge which will facilitate their speaking performance and their usage of structure in the target language will develop. These components which are required through reading are all necessary for developing speaking skills.

Twenty-first century human beings communicate in more ways than ever: texting, emailing, 'facebooking', instant messaging, and using a myriad of other new technologies. However, virtual communication technologies can only fulfill their brief and enable the exchange of information if the users have mastered the four time-old communication skills of reading, writing, listening and speaking.

The word ‘communicate’ derives from the Latin verb ‘communicare’, meaning ‘to share’, and therein lies the reason for the evolution of language to enable humans to share information, ideas and feelings. When people understand and are proficient in using a common language, information can be successfully conveyed, ideas can grow and feelings can be expressed. However, if someone has not been able to master the shared language and its component communication skills, the result can be frustration, misunderstandings, missed opportunities and, in the worst case, social isolation.

There is an increasingly high relationship between reading and speaking skills. There is no question that people who develop large reading vocabularies tend to develop large speaking vocabularies too. Indeed, reading power relies on continuous improvement in vocabulary knowledge that provides communication. The importance of word knowledge, which facilitates speaking skills, has been a major resource in the development of reading skills. Therefore, fostering improvement in word knowledge through wide reading has the potential for fostering improvement in speaking skills.

“Where there is little reading, there will be little language learning. ... the student who wants to learn English will have to read himself into a knowledge of it unless he can move into an English environment” [2, p. 52].

Language acquisition without reading is difficult. Reading is a good way of comprehension and communication. A good reader is able to understand sentences and structures of a written text. Bright and McGregor are of the opinion that reading is ‘the most pleasant route to command of the language’, because it is via reading ‘the student is most likely to find words used memorably with force and point.’[2, p. 53]. It appears that reading is a key factor in language learning. One important notion of developing reading skills and speaking skills is to use the language for learning as well as communication. Reading can play a big part in successful language learning. It can develop speaking skills. It needs to be noted that speaking holds a very significant place in foreign language learning because through speech messages are conveyed. According to Ur (1996, p. 120), “of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important”. Reading outside the classroom is the most significant influence on oral communication ability. Students who read a lot are more likely to speak well. Students through reading develop in both fluency and accuracy of expression in their speaking. Davies and Pearse [4] stress the importance of communication as: “Real success in English teaching and learning is when the learners can actually communicate in English inside and outside the classroom.

Vocabulary knowledge is indispensable for effective communication.

Communication without vocabulary will break down. One of the most useful ways to improve your communication reading skills is extensive reading. Extensive

reading will help you to develop your ability to express ideas, whilst also enlarging the size of vocabulary. Vocabulary knowledge is one of the crucial factors that will influence fluency in speaking. Reading introduces learners to a wider body of language and contexts. Reading helps learners build up better grammar skills. As learners develop stronger reading skills, they develop more sophisticated speaking skills [5, p. 452]. Hedge [12, p.77] also states that through extensive reading learners advance their ability to of guessing the meanings of unknown words and phrases from clues in the context and he concludes that students who read a lot outside the classroom may increase both their comprehending the context and improving their vocabulary which are essential elements to advance speaking skills. A broad and deep vocabulary knowledge makes learners precise and articulate. Through reading learners see how the new words connect to other words. “The more reading you will do, the more you will increase your exposure to vocabulary that doesn’t usually make its way into the spoken language” (Cunningham, 1998). An improved vocabulary will help learners develop their speaking skills. Speech without vocabulary cannot be produced. Vocabulary is one of the essential and fundamental components of communication (Levelt, 1993) and Laufer [10] stresses the importance of vocabulary knowledge and adds that without words to express a wider range of meaning, communication in a second language cannot happen in a meaningful way. Learners will improve their speaking competence if they have better vocabulary knowledge which they can get through reading.

Communicative Activities in English Reading Class

According to the new national Syllabus for English majors, English Reading class is aimed at training students’ English reading comprehension and improving their reading speed: training students’ ability of meticulous observation of language, and such logic reasoning abilities as assuming, judging, analyzing and summarizing, improving their reading skills, including skimming, scanning and so on, and helping students enlarge vocabulary, absorb language and cultural background knowledge through reading training. It goes without saying that ability training has become a higher priority. Implementing communicative activities is one of the effective ways to train students’ abilities and their absorption of knowledge. As a matter of fact, communicative activities in classroom is an effective way both for teachers’ reading teaching and for students’ reading learning if they are properly implemented. By a “communicative activity”, we mean motivated activities, topics, and themes which involve the students in authentic communication. In communicative activities, students will find themselves in various real-life situations.

Categories of communicative activities in classroom

Usually communicative activities fall into four broad categories: (a) the conduct of the English Reading class; (b) topics arising from and relevant to the students’

personal life; (c) substantive topics which are educationally or professionally significant; (d) communicative classroom exercises, i.e. small-scale activities that enable students to practice characteristic features of English discourse, especially “pair work”, “group discussion”, “role play” are frequently used.

Polishing teacher’s role in communicative activities

As a communicative activity, the focus is not on the use of any particular grammatical form or speech function. The point is to experience the relationship between language use and task fulfillment. Therefore, the delivery ---lecture, readings, explanations, tasks expected of the students---must be adjusted to the students’ level of proficiency. If the subject matter is expressed with unfamiliar vocabulary or if the discourse structure is complicated, it may tax the students unduly. So, the chief thing for the teacher is to make meaning evident, that is, to ensure that the language input to the student is comprehensible and is in fact comprehended. In Krashen’s terminology, success depends on comprehensible input, so teachers have to be conscious of the students’ ability to cope with the new subject matter in an imperfectly known language. Here are the ways: 1. Explain terminology more carefully. 2. Use more visuals and diagrams. 3. Make the delivery slower and more distinct. 4. Make the tasks assigned to students appropriately scaled down

Creating a pleasant atmosphere

Communicative activities are likely to be more difficult to engage in under condition of stress, discomfort, fatigue emotional distress, or hostility than in a calm and positively toned situation. So it is desirable and necessary to create a comfortable and harmonious atmosphere where students are not afraid to speak and enjoy communicating with others. If the atmosphere in the group or in the class is hostile and the student concerned is afraid of being ridiculed or mocked, inhibition will occur. A relaxed and friendly atmosphere is the first essential requirement. It is of great help for the students to pass on their own ideas naturally if the teacher could be more friendly, encouraging a relaxed attitude, and creating a non-threatening environment.

Reducing teacher talk

It is universally accepted that language is a means of communication, and that students learn the target language as a communicative tool, not as a system of linguistic knowledge. So students’ talk time is very crucial for the students to master the target language and use it in their daily life. If students want to express themselves deeply and fully, they must have adequate time. If teacher’s talk dominates the class, students will consequently have little time to discuss, even some students may have no chance to speak before the class is over. Students should have enough time for discussion if the aim of the task is to be attained. It is realistic for

teachers to plan carefully to decrease teacher talk time in a time-limited classroom and turn to student-centered approach.

Group work

When the detailed work of the text is over (when reading has been completed), global understanding must be returned to and the text as a whole evaluated and responded to. Usually at this stage is communicative activities used.

Most of the work at this stage is best done orally, since discussion and exchange of views are of its essence. Specific tasks can be undertaken in groups before whole class discussion. Why is work done in groups? In group work, individual efforts are pooled and discussed to arrive at the best interpretation of the text. There are important advantages. Motivation is generally high, provided the tasks are challenging and promoting discussion. Students participate more actively, partly because it is less threatening than participating in front of the whole class and partly because it is more obvious that everyone's contribution counts. And the discussion helps students to see how to read thoughtfully. Moreover, working in groups makes it possible for students to help one another and, in successful groups, the interaction achieves far more than individuals can working on their own. Helping one another is not only emotionally satisfying, it creates the right conditions for learning. Working together can be very motivating and a slight sense of competition between groups does no harm.

To be useful for group work, a task must specify exactly what is to be done, engage every member of the group and promote vigorous discussion. Some textbook questions or activities are suitable for group work, or you may have to supply extra tasks for this purpose. Well-planned questions make students realize they do not understand, and focus attention on the difficult bits of the text.

It is important to have a classroom climate that encourages students to say what they really think. Neither you nor the students must be afraid to be wrong. You must help them to see questions not as attempts to expose their ignorance, but as aids to successful exploration of the text.

Teacher's attitude to wrong answers is crucial. A perfect answer teaches little, but each imperfect answer is an opportunity for learning-not just for the answerer but for the whole class. If it is partly acceptable, teacher can praise the student for what he has understood, and help him (and his classmates) to find clues that will lead to a completely satisfactory interpretation.

Questions

After group discussion or role-play, the whole class discussion follows in order to have a comprehensive understanding. At this stage, teacher's skill in using the questions is critical.

Moderating

Questions you ask should correspond with students' level of knowledge, capability of thinking. The purpose of communicating is to tempt the students to express opinions, to exchange different understanding or ideas, is there any point in inhibiting their expression by questions beyond their knowledge and questions that they cannot control?

Praising

Praising is the recognition of the capabilities of the students. Particularly, the poor students need praising more, for their self-confidence can be brought back in this way and they can achieve success accordingly. But students of different ages have different needs for the recognition. Along with the growth of age, students hope that they get more recognition of their peers than the verbal praise from teachers. Remember, it's unnecessary to give praise to the specially simple question. Anyway, praising can enhance students' achievement. With progress feedback a student will be able to successfully self-monitor, have higher aspirations for further achievement, greater self-satisfaction, and higher performance overall.

Encouraging

When students can't answer adequately or when students could not answer questions, teachers should give proper incentives, to provide hints to help analyze the causes. Never use sarcastic comments in order not to dampen the students' self-esteem. Teacher should take a positive attitude toward students' mistakes and take it in mind that errors are natural and inevitable in the process of learning and practicing. Not only that, teachers should encourage students by all manner of means including smile on face, appropriate positive feedback to their work, and so on. Tapping students' resources prove more important than finding faults with them.

Gesturing

Besides verbal praising and quoting, gestures and expressions are also helpful in evaluation. Teaching gestures appear in various shapes: hand gestures, facial expressions, body movements, etc. They can either mime or symbolize something and they truly help the students to infer the meaning of the verbal, providing that they are unambiguous and easy to understand. Findings indicate that students generally believe that gestures and other non-verbal behaviors play a key role in communication. There are three types of functions that gestures play in classroom interaction: 1.cognitive, i.e. gestures which work as enhancers of the learning processes, 2.emotional, i.e., gestures that function as reliable communicative devices of teachers' emotions and attitudes and 3.organizational, i.e., gestures which serve as tools of classroom management. These findings suggest that students interpret teachers' gestures in a functional manner and use these and other non-verbal

messages and cues in their learning and social interaction with the teacher. Therefore, proper gestures and facial expressions should not be ignored.

Unfortunately, while there is no doubt that a love of words and reading are the fuel for developing communication skills, but an Ofsted report published in March 2012, entitled *Moving English Forward*, found that some schools were not currently giving “enough thought to ways of encouraging the love of reading”. Parents that continue to read, sing, make up stories and –perhaps most crucially – talk with their children throughout their child’s school life can help to nurture that all-important love of reading and language, even if their child is not fully engaged by activities in the classroom.

English Forward found that some schools were not currently giving “enough thought to ways of encouraging the love of reading”. Parents that continue to read, sing, make up stories and –perhaps most crucially – talk with their children throughout their child’s school life can help to nurture that all-important love of reading and language, even if their child is not fully engaged by activities in the classroom.

Some parents choose to enlist additional support in developing their child’s communication skills from private tutors, who are able to provide one-to-one attention and support, and address a child’s individual and specific needs and difficulties during the critical development stages.

Conclusion

Reading is the best way of communication and the best way of learning especially the foreign language – when the student reads a text, they review the sounds, the letters, vocabulary and grammar.

The schools and teacher should be encouraging the love of reading with the help of parents and private tutors.

There is high relationship between the reading and speaking skills. There is no doubt that people who develop good reading vocabularies tend to develop good speaking skills as well. Extensive reading is the best way to help students to develop the communication reading skills [5]. Hedge [12] also states that through extensive reading learners advance their ability of guessing the meaning of unknown words and phrases in the contexts and concludes that students who read a lot of outside the classroom. Implementing communicative activities is one of the effective ways to train students’ abilities and their absorption of knowledge. As a matter of fact, communicative activities in classroom is an effective way both for teachers’ reading teaching and for students’ reading learning if they are properly implemented.

Communicative reading makes classroom reading more communicative, i.e. integrated with other skills, so that students can see its value. Can reading be

communicative? Communication suggests interaction of some sort, perhaps in many students' minds between speaker and listener. Is reading, therefore, since it is often a solitary activity, a non-communicative activity? Surely not since the reader is interacting with the writer, in a less direct way than speaker and listener. Reading is, of course, just as communicative as any other form of language use and as teachers, our aim is to bring out that communicative element. For example, by establishing direct communication between reader and writer, by exploiting students' written work for reading practice. Talking about what we have read is a rich source of classroom possibilities.

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Туницька М. В.

**РОЛЬ ЦЕРКОВНОСЛОВ'ЯНІЗМІВ У ВТІЛЕННІ ПРОВІДНИХ ІДЕЙ
ХРИСТІЯНСЬКИХ ПОНЯТЬ ТА УЯВЛЕНЬ
(НА МАТЕРІАЛІ ТВОРУ ТАРАСА ШЕВЧЕНКА «ДАВИДОВІ ПСАЛМИ»)**

У статті досліджено роль церковнослов'янських у втіленні провідних ідей християнства за твором Тараса Шевченка «Давидові псалми», їх стилістичні функції.

Ключові слова: церковнослов'янська лексика, Псалтир, псалом, Святе Письмо, стилістична роль.

Початок ХІХ ст. повернув українському народові його мову як знаряддя творення культури. Положення про те, що українська мова має право на входження в коло слов'янських літературних мов, обстоюване вченими І. І. Срезневським, М. О. Максимовичем та ін., було практично доведене поетичним талантом Тараса Шевченка.

Особливе місце в лексиці і фразеології Тараса Шевченка посідають церковнослов'янізми, що в сучасних дослідженнях не розглядають як окремих лексичний шар, відмінний від староукраїнського. Церковнослов'янська лексика приходила до українського селянина різними шляхами: через церкву, через колядки і щедрівки (в багатьох українських селах Молдови ще й досі побутують перевернуті церковнослов'янізми *шандрувати* та *шандрий вечір* замість *щедрувати*, *щедрий* у віншуваннях напередодні Водохрещі – М.Т.), через культову книгу. Якщо комусь і вдавалося здобути початкову освіту, то і підручником, і вчителем життя був для нього Псалтир. Барвіста поетика псалмів, їхня малозрозуміла, таємнича лексика відкладалися у свідомості своєрідними кліше, які відбивалися і в мові сільського грамотія. Псалтирем оборонялися від сил зла, у ньому шукала захисту принижена душа.

Одним із джерел творчості Тараса Шевченка було Святе Письмо, з якого поет черпав сюжети, мотиви, образи, створюючи твори актуального громадянського спрямування – антикріпосницького, антицарського змісту. Біблійну тематику актуалізовано і в «Давидових псалмах».

«Давидові псалми» є переспівом 10 пісень Псалтиря. (Псалтир – гр. книга хвалінь; частина Біблії; псалом – релігійна пісня, молитва, що входить до Псалтиря) [2, т. 3, с. 262]. Головний автор псалмів – ізраїльсько-іудейський цар