

Koval-Fuchylo I. M. Vocabulary for the nomination of the method of resettlement from flood zones (on the material of oral memories of resettlement).

The article is devoted to the analysis of vocabulary for the designation of the method of resettlement from flood zones in connection with the construction of hydroelectric power plants in Ukraine on the Dnieper and the Dnister. This is a continuation of the studies of displaced vocabulary, which is used by storytellers in their memoirs and which represents a verbal image of forced resettlement. The category in memoirs reveals the features of the vision of the experienced event by its participants, classifies the acquired experience. The names of the resettlement method can be divided into two main groups: folk and official nomination. The first group conveys the experiences of people as a result of the loss of a house, land, community, village, and the second group conveys a neutral attitude to the event of resettlement and flooding of the village. In other nominative groups (names of the reason for relocation, loci, characters), this division into folk and official vocabulary was less relevant, less pronounced in memories.

Keywords: nomination, language picture of the world, forced resettlement, flooding, nomination of the method of resettlement.

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COOPERATIVE STRATEGY IN THE ENGLISH PARENTAL DISCOURSE

The paper focuses on the peculiarities of verbal and nonverbal implementation of cooperative strategy in the English parental discourse. A set of verbal and nonverbal means that represent the interrogation tactic, tactic of instruction, tactic of reassurance and the teaching tactic within the cooperative strategy in the English parental discourse are singled out and analysed. Verbal means of cooperative strategy implementation include conditional sentences, interrogative sentences, indicative and imperative constructions, modality of obligation, direct address forms, means of argumentation, numerical connectors. Nonverbal level of cooperative strategy realization in the English parental discourse is characterized by the use of prosodic, kinetic and tactile means that indicate the emotional state of communicators.

Key words: cooperative strategy, interrogation tactic, tactic of instruction, tactic of reassurance, teaching tactic, verbal means, nonverbal means, the English parental discourse.

The dominance of the anthropocentric paradigm predetermines a dramatic increase in investigation of discourse with focus on the principles of its typelagization as well as linguistic and extralinguistic particularities. In the frame of linguistic pragmatics and discourse theory recent studies concentrate on verbal and non-verbal means employed by speakers for strategies and tactics realization in different communicative situations. Questions have been raised about criteria for discourse typelagization.

Thus, V. Karasyk develops the classification of types of discourse due to status and role characteristics of participants, respectively distinguishing between personality-oriented and status-oriented communication and types of personal and institutional discourse. He emphasizes the addressee features and particularities in personality-oriented communication that are not limited to a certain set of role characteristics [2]. According to S. Sukhikh, types of discourse are viewed as communicative-pragmatic patterns of speech behaviour in a particular social sphere. Taking into account the parameters of social nature such as social norms and conventions, the degree of acquaintance of communicators, their social relations and roles, the level of formality of interaction, social spheres fall into two types: formal and informal [4]. The informal sphere characterized by non-official communication and a high degree of acquaintance, comprises the domestic sphere within which communication takes place between different family members (husband and wife, parents and children, grandparents and grandchildren). Given their position in the process of communication and the social sphere, parental discourse is viewed as a kind of personality-oriented discourse of the family-domestic sphere. Accordingly, it is informal in nature, characterized by a high degree of acquaintance between communicators, asymmetry of their social relations due to differences in age, gender (if the participants are father and daughter or mother and child), functions in conversation, social status and roles. On the bases of above mentioned aspects the English parental discourse is defined as interpersonal communication between parents and their children, characterized by their gender, age and role differences. The English parental discourse is characterized by the following typological features: 1) participants—parents and children, 2) the purposes of the English parental discourse are to bring up and socialize a member of society, to transfer knowledge, to develop skills etc., 3) informality of communication, 4) asymmetric role relationships, 5) thematic diversity of interaction, 6) communication occurs in situations of cooperative and conflict interaction when participants employ communicative strategies and tactics, 7) the English parental discourse is characterized by a wide use of non-verbal communicative (kinetic means, proxemic means, prosodic means) means along with verbal ones [3]. Parents realize the right to raise children, passing on to them the norms of behaviour, enjoying authority and respect

both in the family and in society and have a high social status. The status of children is correspondingly lower than that of parents. In this case, the concept of children includes not only the age characteristics (from birth to adulthood), but relative to their parents. The purpose of communication is seen as the impact on the partner, and its achievement becomes possible provided proper choice of effective strategies and tactics.

The objective of this research is to determine verbal and nonverbal means of cooperative tactics realization within the cooperative strategy in the English parental discourse.

The strategy of speech behaviour covers the entire sphere of construction of the communication process, when the goal is to achieve certain long-term results. In a broad sense, the speech strategy is concerned with planning of interaction depending on certain communication conditions and personalities of participants, as well as the implementation of this plan [1].

The cooperative strategy in the English parental discourse presupposes harmonious interaction characterized by balanced partnership relations between participants. It provides a focus on interaction and determines the choice of verbal and nonverbal means. This strategy intends to achieve the objectives of parental discourse – the rearing and socialization of children as members of society through the explanation of norms and rules of conduct, the formation of value orientation. The realization of these goals becomes possible due to the tactics of cooperative strategy as a way of its implementation. The cooperative strategy is realized by the number of tactics among which we single out the interrogation tactic, the tactic of instruction, the tactic of reassurance and the teaching tactic. Within these tactics parents resort to a variety of direct address forms, represented by personal names, gender nominations, occasional names, kinship nominations, emotional and evaluative nominations:

“Go back to bed, son, you don’t have to go to school, I’ll ring them and tell them you’re ill. Go on! Everything’s a’right, Charlie, close the door, son”

Parents often initiate communication, setting its tone and choosing the appropriate cooperative tactics. While implementing the interrogation tactic parents initiate various topics, namely the health of children, their personal problems, family relationships, school life, relationships with peers and adults employing interrogative sentences of several types.

General questions are used for clarifying the details while special ones for getting insight:

"What's that?" he asks. "Is that the book your mother told me you've been keeping?" I nod, holding the book tightly on my lap. "Where did you find this?" he asks surprised. "Oh I can't remember," I lie. He doesn't believe me I can tell you. His dark eyes meet mine, questioningly.

The choice of syntactic constructions with subordinate clauses demonstrates the rationality of parents and their emotional balance. Non-verbal means are represented by prosodic type that function as intensifiers of verbal content and indicators of emotional state, and kinesic type, which carries an informative load, functioning autonomously.

The interrogation tactic is often followed by the instructional one. After analyzing the information obtained during the interrogation, the parent tries to directly influence the child through the message about the need to perform certain actions. This tactic is implemented with the help of conditional sentences, imperative mood. An indication that tactic is being used within a cooperative strategy and that communicators focused on interaction rather than conflict, is a polite request that precedes the immediate expression of the desired action. There is also an addressee's argumentation of the need for the request fulfilment, and a signal of addressee's support for the chosen tactics. At the verbal level, the constructions of agreement are involved: *Okay. I agree* and others. At the non-verbal level they use kinesic (nodding) and prosodic means that inform about the positive tone of communication. The tactic of instruction can be applied by parents after the tactic of reassurance to provide support and care. Parents employ imperative constructions such as *take it easy, don't be afraid, this is nothing to be frightened about, you don't need*. The category of negation is used to exclude the possibility of negative consequences of events or problems. These expressions may be accompanied by nonverbal components of tactile and prosodic types the choice of which is due to parents intention to calm children down and help them in stressful situations.

Fulfillment of the function of child upbringing presupposes the use of the teaching tactic. Parents resort to direct addresses to fix child's attention in the process of information perception, to emphasize the importance of fulfilling actions, to express their positive evaluative attitude:

"Now, listen, John. It was very wrong of you to call nanny a silly old tart. First, because it was unkind to her. Think of all the things she does for you every

day." "She's paid to." "Be quit. And secondly, because you were using a word which people of your age and class do not use. Poor people use certain expressions which gentlemen do not. You are a gentleman. When you grow up all this house and lots of other things besides will belong to you. You must learn to speak like someone who is going to have these things and to be considerate to people less fortunate than you, particularly women. Do you understand?" "

While implementing the teaching tactic parents apply argumentation, which is manifested by the choice of imperative sentences, the modality of obligation. In order to ensure provability, indicatives are employed. Numerical connectors provide the sequential representation of reasons. The choice of the limited number of arguments accounts for non-effectiveness of "excessive proof", as the child can recognize and consider few of them.

Non-verbal components within the cooperative strategy are not frequently employed. This is due to the lack of axiological or cognitive dissonance, which creates a high level of emotional tension between participants, contributing to the intensive use of non-verbal means of communication. They function mainly as indicators of the emotional state of parents and their children.

Thus, the evidence from the study suggests that the cooperative strategy in the English parental discourse is implemented by the interrogation tactic, tactic of instruction, tactic of reassurance and the teaching tactic, that are characterised by verbal and non-verbal peculiarities of their representation. The emotional component of nonverbal behaviour plays an important role in implementing the cooperative strategy in the English parental discourse.

Future research should concentrate on the investigation of speech acts representation within the cooperative strategy in the English parental discourse.

ЛІТЕРАТУРА

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Козлова В. В. Реалізація кооперативної стратегії в англомовному парентальному дискурсі.

Стаття присвячена дослідженню особливостей вербальної та невербальної реалізації кооперативної стратегії в англомовному парентальному дискурсі. Встановлено набір вербальних та невербальних засобів репрезентації тактики розпитування, інструктування, заспокоєння та повчання в межах кооперативної стратегії в англомовному парентальному дискурсі. Вербальні засоби реалізації кооперативної стратегії представлені умовними та питальними реченнями, вказівними та наказовими конструкціями, модальністю обов'язковості, формами звертання, засобами аргументації, конекторами. Невербальний рівень реалізації кооперативної стратегії в англомовному парентальному дискурсі характеризується використанням просодичних, кінесичних та тактильних засобів, що експлікують емоційний стан комунікантів.

Ключові слова: кооперативна стратегія, тактики розпитування, інструктування, заспокоєння, повчання, вербальні засоби, невербальні засоби, англомовний парентальний дискурс.

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**«ВОПРОСНОЕ СОПРОВОЖДЕНИЕ» ТЕКСТОВ В СОВРЕМЕННЫХ
ШКОЛЬНЫХ УЧЕБНИКАХ ПО РУССКОМУ ЯЗЫКУ**

В статье описываются результаты анализа методического аппарата современных школьных учебников по русскому языку с точки зрения характера используемых в них вопросов для работы по прочитанному или прослушанному тексту. Представлена группировка учебных вопросов с учётом имеющихся в лингвометодической науке типологий, приведены примеры вопросов каждой группы. Сделаны выводы о соответствии «вопросно-методической» составляющей проанализированных учебных книг современным требованиям к школьному лингвистическому образованию и намечены перспективы дальнейших научных исследований.

Ключевые слова: современные школьные учебники по русскому языку, учебные вопросы, типология вопросов, прочитанные и прослушанные тексты.

Постановка проблемы. Одной из составляющих процесса формирования коммуникативной компетентности школьников является развитие у них умений адекватно отвечать на вопросы, уместно ставить вопросы к тексту и правильно их формулировать. В этом контексте значимыми для учителя будут различные методические аспекты теории вопросов, а именно: механизмы конструирования вопросов к учебным текстам; функции вопросов; факторы, определяющие характер, последовательность, систему