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## VISUAL AND VERBAL TEXT AS AN OBJECT OF VERBAL AND NON-VERBAL COMMUNICATION IN MODERN MULTIMODAL STUDIOS

### Summary

The article deals with the problem of defining such concepts as modality, mode, multimodality, visual and verbal text in modern multimodal researches. It highlights views on the determination of the concept of modality and its varieties, and the types of multimodal text in domestic and foreign paradigms, visual and verbal text as the object of verbal and non-verbal communication.

**Keywords:** modality, mode, multimodal stylistics, modal linguistics, epistemological modality, multimodal text, visual and verbal text.

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## TEACHING ENGLISH LEXICOLOGY: CURRENT PROBLEMS

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The article deals with the topical issues in the teaching of English lexicology. The study of the analyzed question arises to be not only the need of time in the context of the mentioned subject, but also emphasizes the topicality of methodology, especially in conditions of the deepening of interdisciplinary connections and continuous dynamic replenishment of the vocabulary. Awareness and consideration of mental peculiarities of residents who use certain language will help the students to overcome the problem of lack of knowledge systematization, because understanding of lexical and semantic relationships is not only necessary but essential for understanding the structure of peculiar language and avoidance of possible misunderstandings and mistakes in the process of translation and interpretation. Taking into consideration synergetical approach, we should also include new topics into the course of Modern English Lexicology, namely those themes and questions associated with gender marked lexis and outlining other concepts of its study except binary relations in the language.

**Keywords:** communicative situation, English lexicology, hierarchy, marker, ethnic and mental features, dictionary, phraseology.

*«Which natural gift would you most like to possess?*

The ability to master other languages  
(which would have hugely enhanced  
the scope of these answers).

*How would you like to die?* Fully conscious,  
and either fighting or reciting (or fooling around).

*What do you most dislike about your appearance?*

The way in which it makes  
former admirers search for neutral words»

(Christopher Hitchens)

**The relevance of the study.** Vocabulary continuously reflects the systemic relationships that exist in the objective world. Due to the dynamic development of society there are many changes which occur in the lexical-semantic system. In order to name new realities and concepts not only new words appear, but also the already existing connotations expand or tokens acquire completely new ones. All these changes happen to satisfy the communication needs of society and its residents. The process of the students' learning of the vocabulary is often quite arbitrary and optional, that is not a favourable factor in its assimilation. That is why the main objective, which should be aimed by lexicology lecturers themselves, is the systematization of lexical material in order to increase the productivity of student's knowledge and its performance. As a result we begin to deal with the new demands towards the professional training of students in higher studying establishments. Students have to gain the necessary linguistic knowledge, and also they have to learn to use them

seamlessly in their own speech that will primarily serve for the formation of speech skills. Professional training is carried out during the teaching of all linguistic disciplines, but the course of Modern Lexicology has a special place in this process.

The analysed problem is an integral and essential part of Modern Methodology of Teaching English (MMTE) in higher establishments and is intimately connected with the productivity and quality of students' learning in the framework of other major linguistic disciplines, and therefore has a direct practical orientation. **The purpose of our research work** is to analyse the modern English language (ME) teaching (based on the study of lexicology and phraseology) on the current stage and to define actual problems, that arise in university methodology, and to provide their possible solutions.

**Analysis of the recent research works.** Analysis of problems in teaching lexicology of ME was provided by many prominent researchers that is, in fact, due to the dynamic processes in the language reflected in every new word or its meaning. Among the works discussing this topic we should outline the works of our native lexicologists such as G. B. Antrushyna, V. D. Arakin, V. B. Arnold, L. G. Verba etc, and of British scholars as I. Vozer Spoon, K. Kay, J. Lee and others. It was observed that there is a tendency in increasing amount of works devoted to the problems in the teaching of comparative lexicology, as the popularity of the latter increased significantly in the last decade (for example, results of the research works included in the book by I. V. Korunets'). Many spe-

cialized conferences throughout the country are also held where the topical issues of teaching methods common for lexicology of ME are being actively discussed.

**Task outline.** In today's highly dynamic and complex world for human activities it is very important for students not only to be aware of much information but to be able to use your knowledge accordingly, namely to part the necessary material out of the general stream of information and to analyze the most significant features of a peculiar phenomenon, to make the relevant conclusions towards a certain topic, to make balanced decisions. It is, therefore, vital for future professionals nowadays to apply their knowledge in practice. These directions of students' studies are in dialectical unity: the development of thinking process and daily connected speech are directly dependent on vocabulary and vice versa. Moreover, the analysis of syllabus of lexicology of ME showed that there is a significant gap between its school and university courses. Phraseology and lexicology are considered as components of one discipline in the context of the school program, while university's educational system do not combine them into one. Although during the process of the mentioned disciplines' training lecturers establish certain connections and make relevant parallels between Lexicology and Phraseology. Methodologically, such differentiation of these disciplines do not lead to the dispersion, but rather reflects more accurately their position and place in the language hierarchy (lexical units belong to the lexical-semantic level of the language, while phraseological unit occupies an intermediate position, such as morphonological units). In order to bridge the gap between the principles of teaching of the mentioned courses in higher and secondary schools, first of all, a thorough review and revision of existing programs are required. The changes should be applied to all areas of the program of Modern English. In no way diminishing the role of other science forums of the course of foreign languages, but, in our opinion, the study of vocabulary and phraseology should form the foundations of language education of the individual, because mastering of lexical and phraseological units of ME is the key component of further language using as a primary mean of communication on all its levels in general.

The necessity of deep and ground study of this problem is predetermined by ethnical and mental differences between socio-historical and cultural-educational of two language areas – English and Ukrainian. As a result, parallel teaching of courses of lexicology, of historical and cultural studies, and of translation are exacerbated to facilitate systematic knowledge of students and to prevent the formation of gaps in understanding the laws of certain lexical phenomena and their direct impact on the development and formation of a peculiar nation or ethnic minority.

The gap between school and university education is also deepened due to excessive academic atmosphere which is still entirely connected with higher educational institutions, despite the fact that Ukraine joined the Bologna system, where the personality-oriented education is a key target. To overcome this problem, firstly, it is necessary to reduce the number of students in academic groups that will help to establish a dialogue, not a one-way monologue, provided only by the teacher.

Teaching of lexicology and phraseology, like of any other sections of ME is based not only on learning theoretical material but also on the development of relevant skills and abilities that are achieved pri-

marily during making some practical exercises which «help students along with the acquiring profound theoretical knowledge to produce strong practical ability and skills to analyze linguistic facts and phenomena, to understand their specificity as the language units which are used as direct means for communication and expressing one's opinion and will of a man» [2, p. 47].

Beginners often realize communicative needs, being based on already known words and collocations. For example, the sentence «Yesterday be in theatre. And friends. Play be good» almost fully reproduces the contents of the message in spite of grammatical errors (use of the past tense and necessary articles, punctuation errors). Thus, the general sense of the communication message is transmitted through used tokens. However, grammar rules and knowing them are powerful tools too, because only the awareness of the features of words' grammatical paradigms is intended to promote the development of students' skills and communicative abilities for further usage of them in any speech situation.

A student, being aware of the communicative power of the digestible vocabulary, predictably will try to learn even more words, believing that the more words he knows, the more expressive his/her speech in expressing certain opinion is. Although, long lists of words, reproduced by our memory, are not always contextually relevant for this or that communicative message.

Considering the growing popularity of synergetic approach in the science and, as a result, rethinking of existing binary relations in the language (namely, such categories as «right / wrong», «permitted / prohibited», «normal / abnormal» etc. ), the question of gender marking of vocabulary becomes rather burning for many lexicologists and the need for making it a separate issue in the course of English Lexicology is essential. For example, the token «air stewardess / steward» is more and more often marked in dictionaries as «outdated». Instead of it the synonymous term «flight assistant» is recommended for further usage, taking into consideration the fact that it is a noun of common gender, and, therefore, it is a more neutral equivalent. Thus, the increased usage of such words is motivated, first of all, by increasing globalization, and by the necessity to find the most adequate equivalents, without reference to sex to prove some loyalty under the concept of «gender and sexual identification», which is very popular nowadays.

Often teachers mistakenly believe that the first step to solve this problem is to use the English-English dictionary, not the bilingual one, because only in the first ones you can find examples of word use in sentences, typical models and combinatorial options with other units of a peculiar language for required tokens. It is important for students to understand that words in the language are not isolated units, but they exist and function in connection with each other, forming a relatively stable single unit, which is possible only due to existence of certain relations – paradigmatic and syntagmatic. Only the deep students' understanding of these relationships should promote the awareness of the role and place of word throughout the language system, being not only a unit of lexical-semantic system, but also the key unit in the language hierarchy in general. It is obvious, therefore, that the use of English-English dictionaries only is a mistake. Bilingual dictionaries should become a kind of reflex, as is quite effective in the development of valuable students' skills.

**Conclusions and prospects of further research.** The word, as it was already noted, is not a unit that

lies apart from the others, and reflects, to some extent, the mental peculiarities of residents who use it everyday. Awareness and consideration of this factor will help the researchers to overcome the problem of lack of knowledge systematization, because understanding of lexical and semantic relationships is not only necessary but essential for understanding the structure of peculiar language and to avoid possible misunderstandings in further interpretation, based on cultural and mental differences. Course of Modern English Lexicology should be studied parallelly with cultural and historical studies of language and Britain in general to re-

flect the full and ground picture of the functioning of a token that will increase the productivity of the student's understanding. The current program and syllabus of Modern English Lexicology does not provide the study of lexical and phraseological units in such relationships, which would fully reflect the current stage of their development.

Taking into consideration synergetical approach we should also include new topics into the course of Modern English Lexicology, namely those themes and questions which are not gender marked and which are not outlined only through the prism of binary relations in the language.

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### СУЧАСНА ЛЕКСИКОЛОГІЯ АНГЛІЙСЬКОЇ МОВИ: АКТУАЛЬНІ ПРОБЛЕМИ ВИКЛАДАННЯ КУРСУ

#### Анотація

Стаття присвячена висвітленню актуальних проблем у процесі викладання лексикології англійської мови. Вивчення аналізованого питання постає необхідністю не тільки часу, а й методики, зважаючи на поглиблення міждисциплінарних зв'язків й динамічне поповнення лексичного фонду новими словами й розширенням семантичних полів уже існуючих. Усвідомлення та врахування етноментальних особливостей характеру носіїв певної мови дасть змогу студентам подолати проблему відсутності систематизації знань, оскільки розуміння лексико-семантичної структури мови через призму сказаного попередить можливі непорозуміння, помилки й труднощі у процесі перекладу. Буручи також до уваги синергетичний підхід, варто розширити типову програму з курсу сучасної англійської лексикології питаннями, які б розглядали гендерно марковану лексику та наводили б й інші концепції її вивчення, окрім виключно бінарного підходу.

**Ключові слова:** комунікативна ситуація, лексикологія англійської мови, мовна ієрархія, маркер, етноментальні особливості, словник, фразеологія.

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### СОВРЕМЕННАЯ ЛЕКСИКОЛОГИЯ АНГЛИЙСКОГО ЯЗЫКА: АКТУАЛЬНЫЕ ПРОБЛЕМЫ ПРЕПОДАВАНИЯ КУРСА

#### Аннотация

Статья посвящена освещению актуальных проблем в процессе преподавания лексикологии английского языка. Изучение рассматриваемого вопроса возникает необходимостью не только времени, но и методики, учитывая углубление междисциплинарных связей и динамичное пополнение лексического фонда новыми словами и расширением семантических полей уже существующих. Осознание и учет этноментальных особенностей характера носителей определенного языка позволит студентам преодолеть проблему отсутствия систематизации знаний, поскольку понимание лексико-семантической структуры языка через призму сказанного предотвратит возможные недоразумения, ошибки и трудности в процессе перевода. Принимая во внимание синергетический подход, следует расширить типовую программу по курсу современной лексикологии вопросами, которые бы рассматривали гендерно маркированную лексику и приводили бы и другие концепции ее изучения, кроме исключительно бинарного подхода.

**Ключевые слова:** коммуникативная ситуация, лексикология английского языка, языковая иерархия, маркер, этноментальные особенности, словарь, фразеология.