

MONOGRAFIA
POKONFERENCYJNA

SCIENCE,
RESEARCH, DEVELOPMENT #16

PHILOLOGY,
SOCIOLOGY AND CULTUROLOGY

Barcelona

29.04.2019- 30.04.2019

U.D.C. 316+8.2+8.1.1.1.1.1 +8.0.1.8+082

B.B.C. 94

Z 40

Zbiór artykułów naukowych recenzowanych.

(1) Z 40 Zbiór artykułów naukowych z Konferencji Międzynarodowej Naukowo-Praktycznej (on-line) zorganizowanej dla pracowników naukowych uczelni, jednostek naukowo-badawczych oraz badawczych z państw obszaru byłego Związku Radzieckiego oraz byłej Jugosławii.

(30.04.2019) - Warszawa, 2019. - 64 str.

ISBN: 978-83-66030-95-4

Wydawca: Sp. z o.o. «Diamond trading tour»

Adres wydawcy i redakcji: 00-728 Warszawa, ul. S. Kierbedzia, 4 lok.103

e-mail: info@conferenc.pl

Wszelkie prawa autorskie zastrzeżone. Powielanie i kopiowanie materiałów bez zgody autora jest zakazane. Wszelkie prawa do artykułów z konferencji należą do ich autorów.

W artykułach naukowych zachowano oryginalną pisownię.

Wszystkie artykuły naukowe są recenzowane przez dwóch członków Komitetu Naukowego.

Wszelkie prawa, w tym do rozpowszechniania i powielania materiałów opublikowanych w formie elektronicznej w monografii należą Sp. z o.o. «Diamond trading tour».

W przypadku cytowań obowiązkowe jest odniesienie się do monografii.

Nakład: 80 egz.

«Diamond trading tour» ©

Warszawa 2019

ISBN: 978-83-66030-95-4

ETYMOLOGY OF ENGLISH IDIOMS Тимошенко О.С.	46
LITERALY TRANSLATION AS FUNCTIONAL INTERACTION OF LANGUAGES Крыжак О.Ю.	48
REALIZATION OF THE COMMUNICATIVE COOPERATION STRATEGY AT ENGLISH CLASSES Urazova S.	50
СУБСТАНТИВНІ СЛОВОСПЛУЧЕННЯ У ДОСЛІДЖЕННЯХ ЛІНГВІСТІВ Дроф'як Н. І.	56
EFFECTIVE WAYS OF USING INFORMATION AND COMMUNICATION TECHNOLOGIES IN TEACHING EFL Eshchanova G.	59

REALIZATION OF THE COMMUNICATIVE COOPERATION STRATEGY AT ENGLISH CLASSES

S. Urazova

S. Kuznets Kharkiv National University of Economics

Keywords: communication strategy, cooperation strategy, pedagogical discourse, communicative intention, speech act

One of the ways to realize every human being's personal needs is the use of a language. Verbal communication is a well-ordered process grounded on thorough planning of speech acts and selection of the ultimate way of achieving communicators' aims, so it can be regarded as a strategic process, the outcome of which is a communication strategy. A verbal communication strategy refers to the ultimate realization of the speakers' intentions to achieve a certain communicative aim.

Verbal communication can be distinguished as the unity of the information and communication components, which appears in the process of establishing and maintaining purposeful direct or indirect contact between people with the help of a language, and, thus, is a motivated process of interaction between the participants of communication targeted at the attainment of a certain aim under the condition that feedback is provided. Present-day linguistic research into the efficiency of the communication process aims at studying verbal communication based on planning verbal activity and its analysis with regard to the general strategy as well as the aims and specific tactics

for this aim achievement. Strategic and tactical forecasting of the verbal activity has become one of the major tasks of the speaker and, thus, explains the topicality of the given study [4; 1-3].

Communicative competences gain particular importance in the modern professional world and become a prerequisite of effective learning process organization. The ability to listen and speak as well as to negotiate and persuade, the ability to process various kinds of information and coordinate one's activity with partners long with effective teamwork are considered necessary professional competences. Various communication strategies which presuppose planning verbal behaviour aimed at attainment of the set communication aims and implementation of this plan are widely used at classes at higher education institutions. Every communication strategy is a complex of theoretical steps preplanned by the speaker and is implemented in the process of a communication act being targeted at the achievement of a certain communicative aim. The notion of a communicative strategy presupposes general understanding of the situation, definition of its development direction, planning as well as verbal com-

munication process realization with regard to the aim, personality of the participants and conditions of communication. This is the system of mental and verbal actions aimed at the attainment of the communicative aim [1; 1-3]. The essence of implementing a communicative strategy lies in the organization of the verbal actions to exercise certain influence on the interlocutor during the conversation so that they result in a change of its relevant parameters in the necessary direction [3; 42].

Classification of communicative strategies into the strategy of harmony and the strategy of conflict, which is based on the dialogue interaction, by the outcome of the communicative act, is commonly accepted. In compliance with this typology, strategies are classified as cooperation and non-cooperation. According to V. Anokhina, cooperation strategies encompass various types of informative and interpretable (aimed at the provision of information, description of the real situation) strategies. Non-cooperation strategies include dialogues, which are grounded on any infringements to the verbal communication rules rather than on sincerity or benevolence (conflicts, threats, aggression) [2; c. 64-67]. The following strategies are believed to be cooperative: 1) politeness; 2) sincerity and trust; 3) closeness; 4) cooperation; 5) compromise. Their application fosters effective organization of verbal communication particularly important during the interaction between a lecturer and a student within the educational process. Realization of such strategies demands the use

of such cooperation tactics as: 1) consent; 2) proposal; 3) concession; 4) approval; 5) compliment.

Communication within the framework of the pedagogical discourse aims at socialization of the new members of the society, personality development in the cognition process, learning the values and norms of the society. It can be arranged as one of the following types characteristic of the learning process: 1) informative (exchange of thoughts, ideas, interests, feelings etc.); 2) interactive (interaction of the participants of the situation); 3) perceptive (mutual perception and interpretation of the participants of the situation). In this cooperation process, the lecturer adheres to the following didactic principles: 1) the learning process must be bilateral and interactive under the condition of the joint action of lecturers and students as well as among students; 2) a class may be considered effective if joint research and analytic activity is organized; 3) the unit of communication refers to a communication act based on the certain communicative intention; 4) the basic unit of communication is considered to be a sentence while dialogic unity is considered to be the unit of interaction [1; 2-5].

Pedagogical discourse strategies are formed by the communicative intentions, which specify its basic aim: to interpret the behavioral norms and rules accepted in the world, arrange the activity of the new member of the society as to their induction in the values and the behavioral code as well as check student's understanding and mastering of the knowledge

and assess their progress. Strategies refer to the notion of global, i.e., they presuppose achievement of the general communication aim and evaluation of the overall communication situation, while tactics are more local and refer to rhetoric techniques and speech behaviour patterns. A communicative strategy is the fundamental speech behaviour pattern within the framework of a particular communicative event, which is characterized by the general communication aim, situational context and information about the addressee. Communication tactics are correlated with particular intentions, which conform to the stages or phase of the communicative event. They are communicative steps stipulated by the strategy, which, in total, enable to achieve the general aim of communication.

Therefore, with regard to the above-mentioned, it is possible to define the following strategies within the pedagogical discourse: 1) explanatory strategy, which presupposes a certain sequence of intentions aimed at informing the addressee about certain views on the world (realized in various verbal genres of the pedagogical discourse); 2) organizational strategy, which is based on joint actions of the participants (implemented through the use of tactics of attracting attention, enquiry, order, request, invitation, permission, prohibition etc.); evaluative strategy, which reflects the social significance of the lecturer as a role model as to the social norm (implemented in the right to evaluate events, conditions, people mentioned and studied in the learning process as well as through the student's

achievements in their use of the tactics of praise, compliment, approval, disapproval, comparison, contrast, reproach, condemnation, discredit and mitigation of the flatness of evaluation); 4) fostering strategy, which lies in supporting and correcting the student and is closely connected with the evaluative strategy but it is aimed at the creation of ultimate conditions for forming the personality and has the form of the positive attitude to the addressee (implemented via the tactics of emphasizing the positive information, justification, consolation, encouragement, positive criticism); 5) control strategy is based on a complex intention directed at obtaining objective information during the cognition process, at skills development, comprehension and perception of the statement of values (implementation demands the use of the tactics of direct enquiry, causation of verbal and non-verbal acts, verification, provocation, doubt and clarification). These strategies and tactics of the pedagogical discourse display the communicative behaviour of its basic participant – the lecturer who initiates communication and are aimed at the optimization of the learning process and active cooperation with the addressees [4; 260-275].

Tactics, which are characteristic of the cooperation strategy encompass softening evaluation, emphasis on the communicators' good intentions, compassion and other methods of expressing a positive attitude of the speaker to the addressees. The communicators' behaviour under the conditions of cooperation strategy implementation presupposes adherence

to the basic communication principles: 1) being clear, sincere, effective; 2) making no incomprehensible, disingenuous, meaningless or extreme speech acts. Thus, implementation of the cooperation strategy in the pedagogical discourse presupposes 1) informing the communicators, which includes application of the tactics of naming, description, interpretation, determination, paraphrasing, abstraction, generalization, specification, exemplification (explanatory strategy); 2) provision of joint actions of all communicators to be implemented via the tactics of attracting attention, enquiry, request, invitation, permission in contrast to the tactics of order or prohibition (organizational strategy); 3) evaluation of events, situations and people as well as the analysis and evaluation of the student's progress characterized by such cooperation tactics as praise, compliment, approval, comparison and mitigation of evaluation in contrast to the tactics of disapproval, disapproval, comparison, contrast, reproach, condemnation or discredit that may cause conflicts (evaluation strategy); 4) support and correction of students' mistakes with the aim of creating ultimate conditions for forming the personality with the tactics of emphasizing positive information, compassion, encouragement, and positive criticism being most efficient (fostering strategy); 5) receipt of objective information during the cognition process, formation of skills and a certain statement of values with the tactics to be used being direct enquiry, causation of verbal and non-verbal actions, verification and clarification in contrast

to the tactics of provocation or doubt, which may result in a conflict (control strategy).

Thus, effective communication may be organized only provided establishing the mutual understating. It fosters formation of the student's personality as well as their self-awareness. Due to the fact that this joint activity of the lecturer and students forms the basis for the cooperation strategy within the framework of the learning process, the urge for communication is one of the main incentives of joint practical activity. Communicators attain their aims through the application of varying forms of communication, namely speaking, writing, listening, different exercises directed at the formation of both linguistic and communicative competences [1; 80-82].

Implementation of the explanatory strategy at English classes presupposes the use of the such speech patterns as «Let's start our class...», «Today, we are going to...», «First... and then / next ...», «From the beginning of the page...» (tactics of naming, specification), «Look at the list of non-progressive verbs. These verbs cannot be used when you want to describe a process at a certain moment...», «Do you understand?» (tactics of interpretation, paraphrasing, explanation). Organization strategy application in class is reflected in the use the following phrases: «You are welcome to pick two cards...», «It's time to go. It's break-time...», «Interview someone else, please», «Stand up and find another partner», «Who would like to say something?», «Do you agree...?» (tactics of invitation), «Can you

join the other group?», «Can / could you give out these papers, please?» (tactics of request), «Please, pay attention, everybody!», «So now, listen to», «I have a question for you» (tactics of attracting attention).

Application of the evaluation strategy is crucial for the learning process due to the fact that it enables not only to foster further involvement in classes and students' interest as well as incentivize them, but also to provide regular feedback. Tactics of praise and compliment can be considered the most effective tactics within the cooperation strategy and they presuppose the use of the following speech patterns: «Good!», «Excellent!», «Well done!», «Brilliant!». It is important to use phrases such as «I'm really impressed. I knew you could do it!», «You speak very fluently» in order make a compliment, «That's much better! You're really improving!», «Your marks are getting better all the time.» for comparison, «I'm afraid that's not quite right», «You can't say that, I'm afraid...», «Good try, but not quite right», «I was a bit disappointed with your efforts...» for mitigating comments.

The fostering strategy encompasses tactics of compassion and encouragement, which presuppose the use of phrases «Don't worry, it'll improve», «Don't worry, I'm sure you'll do better next time»; «You still have some trouble with pronunciation», «You need more practice with these words», «You'll have to spend some time practising this» or positive criticism of the activity. Implementation of the control strategy in class stipulates the

use of the following phrases: «What's the English word for ...?», «What does ... mean?», «Can you write it on the blackboard, please?» for direct request, «Tell me the difference between A and B, please», «Are you ready?», «Any questions so far?», «Who knows the answer?», «Have you done your homework?» for verification or clarification.

Therefore, effective use of the communication strategies under study enables communicators within the learning process framework to attain their aims through the application of various forms of communication, namely, speaking, reading, listening, writing, doing some tasks aimed at the formation of linguistic and communicative competences. The process of cooperation involves a number of means for the achievement of a common goal by all the participants of communication.

On balance, effective selection of communicative strategies provides for the attainment of the common aim in the ultimate way. The nature of communication and its outcome depend on the communicative intentions of the communicators. The interaction between the participants of communication is characterized by common role expectations, rapid formation of the common understanding of the situation and mutual empathy. The strategies of politeness, sincerity and trust as well as the strategies of cooperation and compromise, which foster effective organization of verbal communication, can be considered the strategies of cooperation and they presuppose application of such tactics as proposal, consent, concession, approval and compliment.

Література

1. Аверьянова С.В. Коммуникативные стратегии при обучении устному деловому общению на занятиях по иностранному языку в высшей школе // Российский внешнеэкономический вестник. – 2013 – № 3 – Режим доступа: <http://cyberleninka.ru/article/n/kommunikativnye-strategii-pri-obuchenii-ustnomu-delovomu-obscheniyu-na-zanyatiyah-po-inostrannomu-yazyku-v-vysshey-shkole>
2. Анохина В.С. Стратегии и тактики коммуникативного поведения в малой социальной группе (семье) // Вестник Ставропольского государственного университета. – Ставрополь, 2008 – №56– Режим доступа: <http://vestnik.stavsu.ru/56-2008/11.pdf>
3. Сухих С.А. Прагмалингвистическое моделирование коммуникативного процесса / С.А. Сухих, В.В. Зеленская.– Краснодар: Кубанск. гос. ун-т, 1998. – 159 с.
4. Яшенкова О. В. Основи теорії мовної комунікації: навч. посібник [Електронний ресурс] – 2010. – Режим доступу: <http://filex-ie.ru/default/>