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STUDENTS' CREATIVE WORK WITH TITLES OF TEXTS AS THE COMPONENT OF TRAINING FOR THEIR PROFESSIONAL ACTIVITY UNDER CONDITIONS OF MOUNTAIN ENVIRONMENT

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Abstract. The article presents the attempt to reveal peculiarities of organization of students' creative work with titles of texts as the important component of their training for professional activity under conditions of mountain environment. The author accentuates on important aspects of Ukrainian foreign languages education system development and remarks that pragmatic aspect of comprehension of authentic texts titles plays an important role in foreign languages teaching. The titles are analyzed through their semantic and pragmatic peculiarities. Specific examples are given in order to sustain the ideas presented in the article. Afterwards the author presents the approximate classification of various techniques of work with the titles of authentic texts which are particularly applicable in the schools of mountain regions. These techniques are presented and analyzed from the viewpoint of potential use of cultural and background information content of titles in the process of foreign languages teaching.

Keywords: titles of authentic texts, foreign languages teaching, mountain regions.

Considering the fact that higher educational establishments of Ukraine take active part in dissemination of ideas of international cooperation and integration into world-wide educational space, foreign languages teaching becomes the priority in any national educational system. Thus, in order to increase its efficiency it requires up-to-date approaches to the use of authentic material especially in the regions where access to such kind of material is rather limited, in particular in mountain regions.

Methods of teaching English pay great heed to the work with authentic texts. They are used for students' scope widening, giving background information about the country, culture, and conditions of living, introducing new lexical units into students' active and passive vocabularies, studying of new and reviewing of already learned grammar structures, development of thinking, imagination, interest for foreign language studying etc³.

The mentioned above aspects of the use of authentic texts are quite completely presented in contemporary research, in particular the problems of pragmatic comprehension of texts and creative work with them in the process of foreign languages teaching and professional activity is represented in the works of I. Alekseeva, O. Bigych, G. Gryniuk, T. Kazakova, S. Nikolaeva and others.

From the point of view of methods of teaching it's not only content and structure of the text that are important, but also the title plays big role calling for students' interest and attention, influencing their further attitude to the text they study⁴. The majority of English texts, articles and reports have various

pragmatic and semantic peculiarities, which are appealing not only to pure linguistic interest but also to cognitive interest.

The goal of the article is in disclosure of potential of the use of translation and interpretation of authentic texts' titles in students' creative work with English publicism as the component of their professional activity. We presume that the use of periodicals and Internet resources, in particular connected with sports, is vitally important at the classes of English, as fictional texts are not fully up to the requirements of contemporary English teaching in higher educational establishments.

Specific pragmatic and semantic components are rather important in the texts of publicistic sphere, especially such vivid as sports publicism. Primary use of their peculiarities belongs to the titles of articles and reports. Pragmatic peculiarities of titles influence people's consciousness in order to hand over information about the environment based on certain knowledge of life. It is important that further perception of information greatly depends upon the fact of title understanding and the impression it produces.

Let's refer to web-site <http://uk.eurosport.yahoo.com>². On the eve of big tennis tournament its page dedicated to tennis is full of titles and links to articles, web-sites, video and photo matter. For example, article title „*Sharapova makes incredible come back*“. Everybody knows that Mariya Sharapova is a famous Russian sportswoman, one of the most famous tennis players in the world. This information is perceived from people's own experience. But how is a person's knowledge connected with aspiration for receiving further information? It turns out that a person shows inclination to receive information connected with his/her personal experience: Why has the famous tennis player hardly saved the match? How the game developed? Who was her rival? etc. And, intrigued by the title, the person turns to the text where he/ she receives all the information needed.

Another example is an interactive interview reference to which can be found at <http://uk.eurosport.yahoo.com>². Titles like „*Meet Roger Federer*“ or „*Meet Serena Williams*“ stimulate people's interest to the interview. Approximately 90 % of people not knowing Roger Federer or Serena Williams will surely ignore these titles while the people knowing who the article can be written about will turn to it with double excitement.

Hereby, titles from the viewpoint of their pragmatic peculiarities play an important role in stimulating people's interest and induce them to further activity connected with the text following the title.

Language, as any other manifestation of the environment, is a system phenomenon. The basis of semantics is formed by synonymy, homonymy, polysemy etc. Synonymy reflects the peculiarities of what is signified, homonymy – of the signifier. Polysemy touches all the constituent parts of meaning. The system character of lexis can be displayed both in big sets of words (for example, names of colours, herbs, animals etc.) and in small sets. These sets can be either connected by common, proper to all the words, characteristics (synonyms) or opposed (antonyms). Another important aspect of semantic analysis of any text is polysemy as the consequence of language and speech interaction. Superiority of some meanings over the others (shades of meaning) appears the defining factor of the utterance pragmatics. All the aspects, mentioned above, play an important role in creation and comprehension of the titles of any publicistic discourse.

The examples of semantic peculiarities of the titles of English periodicals and Internet resources can be the ones, bearing at least one of the features mentioned above. Thus, in the title „*Chicago Hope or Hype*“, taken from www.espn.go.com, can be found paronymy with the element of antonyms (hope - hype). Another example is „*Ramirez's in jury slip is only bump in road for talent-laden Red Sox*“, where *talent-laden* is the element of synonymic field containing word combination *young talents*. The title of the article describing a football game between national teams of Nigeria and Bulgaria „*Europe, beware of rhinos and hippos*“ contains allegoric transfer of meaning of one notion on the other (people are presented as animals).

Among other important from the pragmatic point of view peculiarities of the titles of English periodicals we can define the ones having specific word formation, in particular conversion and abbreviation⁵. Besides, the use of idioms and slang in the titles also contributes to the same idea.

Considering the titles of English sports periodicals and Internet resources from the viewpoint of peculiarities described, such examples can be presented: „*How will you call two outs in the 9th with the winning run at the plate?*” at www.espn.go.com¹ contains significant number of words, which meaning is familiar only to connoisseurs of baseball. It is a typical example of the use of special terminology and sometimes slang in the titles of sports periodicals and Internet resources. Abbreviation can be found in the title of another article at the same web-site – „*Punched Cardsor D' backs today?*”, where abbreviations stand for the names of baseball teams (Cardinals and Diamondbacks). Conversion can be found in the title „*Swing and amiss*”, where *swing* and *miss* are the nouns coined from the verbs. Titles „*Tight corner for the Rays*” and „*Call the question, Harry*” contain phraseological units and set expressions respectively.

Thus, pragmatic and semantic components supplement titles of various texts, in particular sport texts, with additional vividness, special phonation and meaning, they create unique form and fill it with indispensable content with the single reason – to involve and arouse the interest of the reader, make him the real participant of the events presented in the article or at the web-site.

Organization of creative activity with the titles of texts at the classes of English can be arranged in such way (basic techniques of work with language material of such type⁶): 1) to use the title for text comprehension; 2) to use the text for making up the title; 3) correlation of the text and the title, two titles. Majority of these tasks involve the use of student's creative potential.

The first group of techniques includes the following tasks: 1) to express personal impression of the text based on the title; 2) to express personal opinion on the appropriateness between the title and the text; 3) put questions to the author of the text based on the content of the text. While using the first set of techniques, students are proposed to write a short essay (5-7 sentences) about their expectations from the text or their ideas what the text could possibly be about. We should mention that this task must be done before the students get acquainted with the text. They will get the idea about the content later on.

The second set of techniques gives students the chance to express their thoughts on the appropriateness between the title and the text. They familiarize themselves with the title and the text, think over their answer and express their thoughts either orally or in writing.

The third set of tasks introduces students to putting the questions to the author of the text based on its content in order to get as much information connected with the choice of the title as possible. The prevailing idea of these techniques is that the content of the title is always realized in the text itself. As the author selects the title according to specific criteria then students have the chance to identify the author's ideas as for the choice of the title basing their presumptions on the text.

The second group of techniques includes the following tasks: 1) to select the title of the text from the suggested variants; 2) to make up the title to the text; 3) to make up the titles to the parts of the text.

Using the first set of techniques the students get the task to select the title of the text from several suggested variants. They familiarize themselves with the short article, and then they select one of the titles (2-4 variants of titles) which is the most suitable in their opinion.

The second set of tasks enables students to make up a suitable title to the text given. They get acquainted with the text content; moreover their understanding of the text must be full. Then either orally or in writing they present their ideas as for the text title. Student's choice must be substantiated by the content.

Using the third set of tasks the students are proposed to make up titles to the parts of the text. The teacher chooses the text, announces its title to the students, and then they familiarize themselves with the content of the text. On the basis of suggested title and content the students make up their own titles to the parts of the text (paragraphs, specially marked parts).

The third group of techniques includes the following tasks: 1) correlation of the texts in English and in Ukrainian; 2) determination of corresponding texts based on the principle „true-false”; 3) correlation of several titles with several texts (matching).

The first set of tasks proposes students to compare English titles with their Ukrainian equivalents. There are several titles made up for a single text, they all are presented in English and in Ukrainian. Students' task is to determine what these titles have in common or different, what peculiarities they have in different languages.

Tasks of second type are based on the principle „true-false“ which is often used in the work connected with listening of texts. The teacher acquaints students with a short text, then he presents several variants of titles to it, some titles correspond to the content of the text and some do not. Students have to find out which titles are true and which are not, and then explain why some titles match the text better than the others.

The third set of tasks provides for correlation of several titles with several texts. In methods of foreign languages teaching such type of tasks is called „matching“. Students are given several texts which they study in detail. After this the teacher presents the list of titles corresponding with these texts. Students' task is to match the titles with corresponding texts.

The presented list of techniques of work with authentic text titles is not full and exhaustive, so further research and development can considerably extend the methodical paradigm presented in the article. Moreover, studying of pragmatic peculiarities of the texts from purely linguistic point of view can contribute greatly to development of new methods of teaching foreign languages, in particular touching cultural and background information aspects of foreign languages teaching.

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