

## **INTERPRETATION OF POETIC TEXTS AS A MEANS OF LINGUOSOCIOCULTURAL COMPETENCE DEVELOPMENT OF STUDENTS**

Professional training of pre-service English teachers and interpreters is aimed at the development of their ability and willingness for professional interpersonal communication in an intercultural context. The new document of the Common European Framework of Reference for Languages (CEFR Companion Volume with New Descriptors) emphasizes the importance of the ability for intercultural mediation in oral or written form, in particular, acquiring the skills to (re-)formulate a source text by means of translation, interpretation, paraphrase or summary. Therefore, contemporary methodology of teaching foreign languages and cultures stresses the need for the development of students' linguosociocultural competence (LSCC) which is defined by scientists as a complex of specific linguistic, cultural, sociolinguistic, socio-psychological and intercultural knowledge, skills and abilities on the basis of which a person develops the ability and willingness for intercultural communication both as its participant and mediator.

Outside the authentic cultural context of the foreign language which is studied, authentic works of fiction play an important role as they reflect linguosociocultural peculiarities of the foreign society and can provide people of different cultures with indirect communication, acquaintance with the peculiarities of foreign culture, its sociocultural codes, and therefore the formation of "a secondary linguistic personality".

According to the Typical Curriculum of English Language Teaching for Universities / Institutes, one of the main goals of teaching a foreign language in higher education institutions is to develop positive attitude of students towards the culture of the country whose language they study. Therefore, the use of authentic works of fiction in the process of learning a foreign language will contribute to achieving this goal. Reading fiction in a foreign language is indirect intercultural communication between an author and a recipient, which has the same characteristics, conflicts and barriers as direct intercultural communication.

It is worth emphasizing that authentic fiction is difficult to comprehend by students at all stages of learning. Since the author and recipient belong to different linguistic cultures, there is a high probability that a secondary linguistic personality will not understand specific phenomena of a foreign culture, and hence the meaning of fiction. Therefore, while interpreting poetry, Ukrainian students encounter not only certain linguistic difficulties, but also difficulties associated with their perception as models of "alien" culture. Thus, acquiring the skills to recognize and interpret cultural, national and artistic codes contained in poetic texts as well as the skills to re-encode them into one's own system of codes will contribute to the development of students' ability to mobilize acquired socio-cultural knowledge in order to achieve mutual understanding in intercultural contexts.

Interpreting fictional text is one of the leading branches of modern philology. Scholars of both literary and folk studies, as well as linguists conduct active scientific researches into the realm of the hermeneutics of author's and people's verbal art.

An important contribution to the professional training of specialists in the field of foreign languages is made by elective disciplines.

The aim of the elective educational discipline «Interpreting Poetry» («IP») is to study the aesthetics of the oral and written poetic word in the context of the fine arts, as well as through the prism of the world culture and traditions, moreover – to instill love for the occupation of a foreign philologist.

The analysis of the fictional reflection of the Greco-Roman myth about Orpheus and Eurydice in some «space» and «time» kinds of arts gives a possibility to underline limitations and possibilities of the named arts in recreating the motifs of one and the same plot.

Tracing the literary-folk evolution of the fictional vision of Orpheus during the last two millennia demonstrates enduring relevance of the messages and contents of the myth. Students' assumption of a writer's role, creation of their own fictional reinterpretations of the Orpheus and Eurydice myth will facilitate the development of the skills in creative recomprehending works as well as the improvement of their writing skills.

The studies of the classification of poetic images on the basis of sense perception, visualization of verse fragments with the help of paintings, the accompaniment by music and song recordings encourages better memorizing of the theoretical material, develops the course listener's imagination, fantasy and creativity.

The bright illustration of condensed poetic symbols is provided by ornithological images. Thus, the image of an albatross from Samuel Taylor Coleridge's poem «The Rime of the Ancient Mariner: in Seven Parts» (1798, revis. 1817) belongs to the most famous ones in the world and English literature. The poetic citations in particular that enriched the English language vocabulary («*an albatross (around your neck)*»), as well as the statue of the Ancient Mariner with the albatross on the shore of the Bristol Channel prove the significance of S. T. Coleridge's contribution to the English language, literature and culture, as well as the actuality of the named poem.

Reading and analysing English-Scottish folk historical ballads («The Rose of England» (Child № 166), «Flodden Field» (Child № 168)) acquaints with the peculiarities of the folk-poetic reflection of the theme of the war and its tragedy, the dancing art of England, deepens the knowledge on the history of the formation of the British statehood and its heraldic symbols, etc.

Summing it up, in the process of learning the elective discipline «IP» students form skills and abilities as to interpreting poetic texts, perfect foreign language competences in speaking, reading, writing and listening. Their foreign linguosociocultural competence is also extended. All of the mentioned things promote the upbringing of students' love for and interest in the aesthetics of poetry and philology as a profession. The development of methods of forming skills in interpreting works of belles-lettres by means of their literary translation may become perspectives for further scientific researches.