

and its objectively necessary level have been revealed. They include the integrative essence of education and the actual disconnection of its components in practice, diversity of the system of bilingual education and its unification in practical activities, the necessity to form teachers' readiness to work in the conditions of bilingual education and insufficient theoretical and methodological support for this process. It has been established that multilingual pedagogy is an innovative branch of pedagogy, therefore uniform methods, tools and requirements for the development of its theoretical foundations have not been formed in the scientific literature sources yet.

It has been proven that bilingual education as an educational phenomenon involves deep mastery of the native language since the formation of thinking processes takes place precisely within its boundaries. It has been shown that under such circumstances, the role of the axiological approach towards bilingual education has been significantly increased; hence the system of multicultural education has become a very important tool to preserve the orientation value and cultural characteristics of the people. The main advantages and disadvantages of multilingual education are revealed in the process of intercultural education to be directly related to learning a foreign language and is designed to integrate the individual into the system of world culture. Multilingualism implies the desire to achieve mutual understanding in several languages, which involves different types of bilingual education and the main criterion for classification is the idea of preserving or losing one's native language. It has been found that supporters of cosmopolitanism underestimate the role and importance of the national dimension, since each national language has its own system of thinking tools and the intellectual capabilities of all mankind are concentrated on the national language. At the same time, the unification of the environment leads to the cessation of development and movement and the disappearance of contrasts between countries reflects the deterioration of the socio-ecological thinking of a person. The value orientations in this situation are primarily focused on one's native language, being respectful towards the language of another country and having a deep understanding of the importance of linguistic means for the purpose of developing intercultural and professional communication.

Key words: features, development, bilingual education, multilingual pedagogy, values, axiological approach.

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Рецензент: доктор педагогічних наук, професор Савка І. В.

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Sovach K. O.*,

orcid.org/0000-0002-8376-7623

ENGLISH INTERJECTIONS: PEDAGOGICAL ASPECT (SOME USEFUL TIPS FOR TEACHERS AND STUDENTS)

Communicative language competences of secondary and higher education students are formed on the basis of their interrelated speech, sociocultural, sociolinguistic and linguistic development in accordance with their age characteristics and interests at each stage of mastering a foreign language. Interjections in modern English play a significant role in expression of the individual, subjective attitude of the speaker to the situation, the surrounding world, and one's own feelings and manifestations of will as well.

The paper is aimed at highlighting the issue of English interjections within the pedagogical aspect, taking into account the currently existing works of experts in this field. The research describes six tips for teachers and students on the presentation and learning of English interjections at English classes and extracurricular activities. It has been noted that the results of the study may have some practical advantages

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in preparing students for any scientific activity as well as the work of scientific groups, “English in Intercultural Communication”, in particular.

The main attention is focused on the step-by-step algorithm of teaching (learning) English interjections as linguistic universals, the communicativeness of which is in the foreground as the semantics of most of them is revealed via the communication.

The following tips are outlined: interest in the issue and motivation of students as the interjection belongs to the most bright elements of the speech emotional sphere; asking a number of questions about the essence of interjections in native and foreign languages, the areas of their use; defining traditional classifications of English interjections and describing their communicative properties; the introduction of the concept of “metacommunication” as interjections are responsible for the emotional side of the utterance, complement it, help the interlocutors understand each other and fill the pauses that may suddenly arise between speakers; functioning of interjections at different phases of speech communication; the ratio of interjections and punctuation marks as signals of various emotions manifestation; emphasizing English interjections translation issues.

Key words: interjections, expression of emotions, linguistic universal, pragmatic properties, metacommunication, communicative function, communicative language competences, students’ scientific activity, English lessons, extracurricular activities.

The statement of the issue. Philosophy, sociology, cultural studies, psychology, philology and pedagogy study the peculiarities of verbal and non-verbal communication. People have exchanged and will continue to exchange information not only thanks to words, gestures, but also interjections.

Communicative language competences of secondary and higher education students are formed on the basis of their interconnected speech, sociocultural, sociolinguistic and linguistic development in accordance with their age characteristics and interests at each stage of mastering a foreign language. The above competences consist of: language (linguistic) competence, which ensures students’ mastering the language material to use it in oral and written speech; sociolinguistic competence provides the formation of the ability to use speech patterns in the process of communication, special rules of speech behaviour characteristic of the country whose language is being studied; pragmatic competence, which is related to knowledge of the principles by which statements are organized, structured, used to perform communicative functions and coordinated according to interactive and transactive schemes.

The integrating unit of communication is the text as a maximal discrete unit constituting a fragment of a specific communication [1, p. 26]. Within the text the peculiarities of language *means* implementation are identified. It correlates both with the objective plane of its content, subject and logical basis of the text and the subjective one including the author’s intention and a complex network of meaningful plot lines. Clarification of the role and the subjective factor, in turn, implies the solution of many problems, including such an important one as establishing regularities of emotionally significant units functioning in the language. Such language units as interjections are of special interest in this connection.

In foreign language curricula for secondary education institutions, the topic of interjections is not mentioned at all [9]. The same applies to higher education institutions. But, in our opinion, this topic becomes important as while speaking a person expresses his/her attitude to the surrounding world and his/her emotions and feelings using language means. It is generally accepted that interjections remain the very units used to show emotions, mental states, manifestations of will and emotional reactions to the surrounding reality.

M. Cruz states that “the peculiar and anomalous formal features of interjections have confused grammarians throughout history and led some to regard them as peripheral linguistic elements. Their lack of constant meaning and context-boundedness has also induced others to doubt their status as words. This might justify why interjections have received so little attention over the years” [13, p. 299].

The analysis of relevant research. In Ukrainian and foreign language teaching methodology as well as linguistics the study of interjections is presented by academic writings

of F. Ameka [12], M. Cruz [13], M. Dingemanse [14], M. Huretska [2], O. Kaptiurova [3; 4], L. Kovbasiuk [5; 6], O. Maliarchuk [8], V. Mykhaylenko [16], I. Poggi [17], and O. Sytenko [10].

Recent findings regarding interjections have led to outlining at least two vectors of their studying – the linguistic approach itself and the comparative one. Most studies within the first approach have focused on communicative and pragmatic aspects of interjections [8; 12; 13; 14; 16; 17], their functional and semantic peculiarities [10], systemic and discursive characteristics of these lexemes [2; 3; 4], translational features [6; 11] as well. The community has raised some issues about comparative studying of interjections in Chinese and English, particularly [15]. However, there is still a need for discussion on the ways of interjections presentations both at English classes and extracurricular activities, “English in Intercultural Communication” scientific group, for example.

The purpose of the article. The aims in this paper are twofold: first – to highlight this topic within pedagogical aspect paying attention to more sophisticated methods for its studying; second – to describe some consequent steps how to introduce English interjections at any English activities. We believe our paper can have some practical advantages even in preparing students for any kind of scientific activity.

The body of the research. Tip 1. We think that, first of all, students should be interested in the problem of interjections, that is, they should be informed that this topic is intriguing as the interjections belong to the most specific elements of the speech emotional sphere. Perhaps, primarily, it is necessary to give several examples in Ukrainian to orient the students to the topic of the discussion, for example, *ой, добридень, здрастуйте, слава Богу, ай-ай-ай, ура-а*, etc. We draw the students’ attention that interjections are not only onomatopoeic words (*ку-ку, мік-так*), but also set communication formulas (*спасибі, на добраніч*), that is, in a certain way, we expand the students’ philological horizons (in case they do not know this).

It becomes important to clarify the fact whether the students can provide a definition of interjections in their native language. After that, the teacher needs to refer to various interpretations of interjections in the English language. In the field of linguistics, a lot of explanations of interjections can be found. O. Malyarchuk has already drawn certain conclusions on this matter, having analyzed a number of theoretical and practical achievements of foreign and domestic scientists. We have found the following: “Interjections are not a separate part of speech; interjections are part of speech; interjections occupy a special place in the system of parts of speech and are outside the division into notional parts of speech and functional words; interjections are functional words; interjections belong to the speech sphere; interjections are outside the field of linguistics, performing certain socio-communicative functions” [8, p. 96]. Indeed, how many scholars so many thoughts. But the opinion that the interjection has a subtle contextual sensitivity that connects the content of the sentence with the speaker remains indisputable [12, p. 107].

Thus, we can see that the interjection is, firstly, a linguistic universal, and, secondly, their communicativeness is in the foreground, since the semantics of most interjections is revealed while communicating. And this, to our mind, opens up greater opportunities for the study of interjections via a scientific plane and the students’ motivation to immerse themselves in the communicative and pragmatic nature of these units.

Tip 2. A series of questions addressed to students may be as follows: Do you use interjections in your native language? What interjections do you know in English? Do you know what they mean? In what situations do you use interjections? etc.

Here the teacher can add that interjections are widely used in communication mediated by mobile phones and smartphones. We are talking about SMS communication and communication in the WhatsApp messenger, which take place by exchanging SMS or WhatsApp messages [6, p. 38]: *Ok, okey, Sorry, Cool*. In addition, it is possible to mention that they can come across interjections both in fiction and while watching English/American films. O. Sytenko, for example, believes that “interjections directly indicate this or that emotion, without naming it, thus, by using them in the artistic text, the author creates the effect of the authenticity of the emotional manifestation, makes the character’s speech more emotionally saturated and thus,

closer to what a person uses in real life: *Thank you so much for the tea; Good Lord, what a question. Of course, I have not. Have you gone mad, girl?*" [10, p. 112, 114].

It is worth paying attention to those emotions that interjections express. Their ranking can vary from excitement, joy, surprise up to disgust. In addition, interjections can be markers of the speaker's ethnic and cultural features or national identity [16, p. 29] as well as "a speaker's mental state" [12, p. 106].

Tip 3. The next step for the English language teacher, in our opinion, is the question of classifications of interjections. We believe that this can become an auxiliary link in case of either a teacher's or a student's scientific activity as the ambiguity of the status of the interjection as a part of the language, differences in its interpretation, the uncertainty of the final set of its characteristics necessitates a more in-depth and perfect exploration of this special lexical and grammatical class of words.

M. Cruz affirms that "in many cases interjections are not produced instinctively, but fully intentionally in ostensive-inferential communication. With them, speakers try to make manifest in a more or less precise way a certain informative intention amounting to assumptions about feelings, emotions or attitudes which they experience because of or project to some state(s) of affairs" [13, p. 299].

In the classical approach, interjections are classified into primary and secondary. In his introduction investigation into interjections, F. Ameka [12] notes that "it seems useful to distinguish between those words that are primary interjections, that is, they are not used otherwise; and other words which come to be used as interjections by virtue of their notional semantics. These may be considered secondary interjections" [12, p. 105].

We are sure the information that primary interjections arose a long time ago and serve the emotional side of a person's life, since they originate from emotional exclamations that accompany the body's reflexes to external irritations, will be useful for students: *Oh! Ah! Bah! Oops! Wow!* [8, p. 96]. The group of secondary interjections includes those coming from meaningful parts of speech that have lost their inherent syntactic function, transformed into another grammatical unit, lost the ability to form and turned into set, unchanging formulas. "Under secondary interjections fall such alarm calls and attention getters as *Help!, Fire!, Careful!* and swear and taboo words such as *damn!, hell!, heavens!, Christ!* and other emotionally used words such as *Shame!, Bother!, Drats!, etc*" [12, p. 111].

M. Dingemans states that "most interjections can be characterized in terms of three broad sets of communicative functions. EXPRESSIVE interjections are primarily symptoms of a producer's cognitive or emotive state; CONATIVE interjections primarily invite an action or response from another party in the interaction; and PHATIC interjections are primarily used to establish and maintain communicative contact" [14, p. 4].

Tip 4. According to the above classifications, we consider it appropriate to draw the students' attention to the concept of "metacommunication". It is the perception of information not at the content level, but at the level of the interlocutor's personal perception [7, p. 103]. An important role on this level is played by interjections that are responsible for the emotional side of the utterance, complement it, help the interlocutors understand each other and fill the pauses that may suddenly arise between the speakers. The choice of the interjection depends on the purpose of the utterance and the way of achieving the goal. Yu. Kosenko adheres to the point of view that there are three phases of communication: 1) establishment of speech contact; 2) maintaining speech contact; 3) opening speech contact [7, p. 114]. Various metacommunicative units function at these phases of speech communication, the semantics of which indicate one or another phase. The teacher should illustrate it by giving the examples. In the phase of speech contact establishing, greeting interjections can be used, the choice of which depends on the level of formality of communication: *Hello, Welcome, Hi! How do you do!* Also one can use attention-grabbing interjections, verbal apologies, exclamatory sentences, etiquette questions about health and affairs: *Attention! Excuse me, Hey, How are you.* In the second phase of maintaining speech contact, interjections can be used to fill pauses and hesitations. The speaker turns to them when he/she does not know what to say: *Um, Hmm, Ah, Er, Well, We see..., run! Go!*

You know! During the last phase of opening speech contact, interjections expressing gratitude or those with a different connotative meaning may be used: *Thank you, Done with you! No problem!*

Tip 5. You should also focus on the punctuation marks used when practicing the interjections. Note that punctuation depends on emotions and body language. Strong emotions such as anger, excitement, or surprise require interjections to convey intensity (the exclamatory sign being used): *Ugh! I'm not eating that!* The interjections intended to illustrate surprise, uncertainty, or disbelief will require a question mark to convey an open mouth, shrug, blank stare, or eye roll: *Huh? What did you say?* A comma or period indicates weaker emotions such as indifference, doubt, or contempt. These two punctuation marks lower the volume of the sentence: *Psst, what's the time?*

Tip 6. The issue of translation of interjections remains one of the insufficiently studied problems of translation. It is necessary to convey to the students that incorrect translation of interjections and their removal from the translated text can lead to the distortion of the author's original idea, namely inadequate manifestation and discoloration of the emotional state of the participant in dialogic speech, the author's own attitude to the course of events. A. Sitko investigates whether interjections can be translated without any difficulties or the interpreter resorts to transcoding, choosing a variant counterpart, etc. So, for example, the translation of the interjection *by thunder* in the sentence "*By thunder, you may well be ashamed of yourself*" has not been carried out by using the dictionary equivalent *what in the Hell!* (якого дідька!). It has been performed with the help of the contextual meaning of the interjection – „*Йй-право, вам повинно бути соромно*" [11, p. 162].

When choosing a translation method, one should take into account the communication situation, the context in which the interjection is used, its pragmatic meaning, and the degree of emotional colouring of the sentence. The main criterion of the translation method choice should be the degree of equivalence of the translated sentence.

Conclusions. Thus, taken together, these findings highlight a significant role for English interjections. The evidence from this study points towards the idea that interjections can be the object of discussing both at English classes and extracurricular activities as well. Moreover, we are sure our tips will help in performing students' scientific researches.

Further work needs to be carried out to establish whether the combination of English interjections and modal verbs in one sentence influences the general shading of the utterance, in other terms, how the emotionality and the modality (the speaker's attitude to the action) of the utterance affect the speaker's expressing emotions, on the one hand, and how it impacts on students' development of language competence, on the other hand.

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Совач К. О.,
orcid.org/0000-0002-8376-7623

ВИГУКИ АНГЛІЙСЬКОЇ МОВИ: ПЕДАГОГІЧНИЙ АСПЕКТ (ДЕЯКІ КОРИСНІ ПОРАДИ ВИКЛАДАЧАМ І ЗДОБУВАЧАМ)

Комунікативні мовні компетенції здобувачів середньої та вищої освіти формуються на основі їхнього взаємопов'язаного мовленнєвого, соціокультурного, соціолінгвістичного і мовного розвитку відповідно до їхніх вікових особливостей та інтересів на кожному етапі оволодіння іноземною мовою. Вигуки сучасної англійської мови відіграють значну роль у вираженні індивідуального, суб'єктивного ставлення мовця до ситуації, навколишнього світу, власних почуттів і волевиявлень.

Стаття зорієнтована на висвітлення питання про англійські вигуки в педагогічному аспекті з урахуванням чинних наразі напрацювань експертів у цій галузі. Дослідження висвітлює шість порад викладачам і здобувачам щодо презентації та вивчення англійських вигуків на заняттях з англійської мови та в позаурочний час. Зазначається, що результати дослідження можуть мати деякі практичні переваги в підготовці здобувачів до будь-якої наукової роботи, а також у роботі наукових гуртків, зокрема «Англійська мова в міжкультурній комунікації».

Основну увагу зосереджено на покроковому алгоритмі навчання (вивчення) англійських вигуків як мовних універсалій, комунікативність яких перебуває на передньому плані, адже семантика більшості вигуків виявляється у процесі комунікації.

Окреслюються такі поради: зацікавленість проблематикою та вмотивованість здобувачів, оскільки вигук належить до найбільш характерних елементів емоційної сфери мовлення; постановка низки питань щодо сутності вигуків у рідній та іноземній мовах, сфер їхнього вживання; окреслення традиційних класифікацій вигуків англійської мови та визначення їхніх комунікативних властивостей; уведення поняття «метакомунікація», з тим що вигуки відповідають за емотивний бік висловлювання, доповнюють його, допомагають співрозмовникам зрозуміти одне одного та заповнюють паузи, що можуть раптово виникати між мовцями; функціонування вигуків на різних фазах мовленнєвого спілкування; співвідношення вигуків і розділових знаків як маркерів прояву різноманітних емоцій; висвітлення питань перекладу англійських вигуків.

Ключові слова: вигуки, вираження емоцій, мовна універсалія, прагматичні властивості, метакомунікація, комунікативна функція, комунікативні мовні компетенції, наукова діяльність здобувачів, заняття з англійської, позакласні заняття.

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У Юе.,
orcid.org/0000-0001-5972-0916

Беземчук Л. В.,
orcid.org/0000-0002-9745-6594

СТРУКТУРУВАННЯ НАВЧАЛЬНИХ ПРОГРАМ В УМОВАХ ІНТЕГРОВАНОГО НАВЧАННЯ (МУЗИЧНО-ПЕДАГОГІЧНИЙ ДОСВІД УКРАЇНИ ТА КИТАЮ)

Освітня практика та педагогічна теорія дає змогу стверджувати, що в Україні та КНР питання оновлення навчальних програм у мистецькій галузі здійснюється відповідно до загальних принципів реформування, означених в офіційних документах Міністерства Китаю та ідей Нової української школи.

Усвідомлення значущості стандартизації навчальних програм на різних рівнях музичної освіти зумовило потребу вивчення змісту професійної підготовки музично-педагогічних працівників з урахуванням сучасних вимог до викладання предметів інтегрованого змісту.

Основним акцентом означених реформ є пошук ефективних методів для формування компетентної особистості, яка зможе на практиці використовувати освітню базу для вирішення практичних завдань у подальшій професійній діяльності та життєвому просторі.

У статті здійснено порівняльний аналіз навчальних програм підготовки майбутніх учителів музичного мистецтва в КНР та Україні на принципах інтегрованого навчання. Визначено рівні інтегрованого навчання, міждисциплінарний, міжпредметний підходи до викладання музичного мистецтва. Окреслено низку відмінностей у структуруванні компонентів програмного забезпечення фахівців України та Китаю. Визначено національно-патріотичну спрямованість як важливий виховний напрямок підготовки музично-педагогічних працівників двох країн.

Названо етапи роботи зі студентською аудиторією для входження в інтегроване навчання на підставі нових тенденцій, окреслених МОН 2024 року за спеціальністю «Середня освіта (Мистецтво. Музичне мистецтво)».

Аналіз психолого-педагогічної літератури дає підстави для визначення підготовки майбутнього вчителя музичного мистецтва до роботи з учнями в галузі мистецтва на основі інтеграції знань, що впливає на розроблення освітніх компонентів освітньо-професійних програм нового типу від учителів-стажерів до вчителів-методистів.

Ключові слова: навчальна програма, стандарт, інтегроване навчання, музично-педагогічні працівники, Україна, Китайська Народна Республіка.

Постановка проблеми. Процес стандартизації навчальних програм, що спостерігається останні десять років в Україні та КНР, поступово виводить на новий рівень розуміння понять «навчальна програма», «структурування навчальної програми», «структурування навчальної програми в умовах інтегрованого навчання», моделювання змісту підготовка музично-педагогічних працівників до роботи з учнями на підставі нових освітніх стандартів у галузі музичного мистецтва. Ухвалений «Музичний стандарт навчальної програми денної обов'язкової шкільної освіти» в КНР (2011) [7] наголошує на потребі інтеграції музики з іншими навчальними предметами, включаючи поезію, танці, театр та засоби масової інформації.

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