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Salamatina O.

Markowska A.

FOREIGN LANGUAGE PUBLICISTIC INTERVIEW AS A COMPLEX COMMUNICATIVE PHENOMENON

In the article the journalistic interview is considered as a coherent text in combination with extralingual – pragmatic, sociocultural, psychological and other factors.

Key words: *extralingual factors, background knowledge, respondent, interviewer, speech act, mutual understanding, linguistic unit.*

Modern foreign language journalistic interview should be considered as a complex communicative phenomenon, which includes, in addition to the text, extralingual factors – knowledge of the world, guidelines, goals of the addressee – necessary for understanding the text, i.e. we have to perceive journalistic interview

as a complex system of hierarchy of knowledge. In other words, the interview is not limited to a specific language statement. It is considered as a coherent text in conjunction with extralingual – pragmatic, socio-cultural, psychological and other factors [1, p. 136].

Thus, when creating an interview, the author uses two types of knowledge: verbal and background (primary), the latter of which form the information base of the subjects of communication. Background knowledge is the joint knowledge of the respondent, the interviewer and the reader, which reflects the general ideas about the world around them, forms stereotypes of behavior and moral and ethical laws of existence. Such knowledge, which relates primarily to geography, history, public life, art and culture, customs and traditions of the country of the studied language, reflects the background vocabulary, which is known to all members of the linguistic and cultural community. The Germans are aware of the fact that “*der Ku-Damm*” is an abbreviated name for “*Kurfürstendamm*”, Berlin’s central street with shops, hotels and restaurants, and “*TEE-Züge / Trans-Europa-Express-Züge*” is a trans-European express train that runs between the largest Western European cities; that “*West Athen*” is the figurative name of Munich as a city with many museums, theaters, developed musical culture and architecture, and “*Weißer Sonntag*” is the name of the first Sunday after Easter. The author, operating with background knowledge, verbalizes the information that accumulates in the process of life. The reader correlates this difference with his own knowledge and interprets it. Therefore, background knowledge ensures the success of the speech act, because it is the information fund, the only one for the creator of the text and its interpreter. The presence of background knowledge explains the process of mutual understanding between the author and the reader, although the tasks are different [5, p. 116].

Thus, in a modern foreign language interview, the respondent and the interviewer use not only isolated language data, but also all their experience (linguistic and social), knowledge, interpretive mechanisms that appear in the processes of categorization and conceptualization of the world.

The reorientation of scientific interests in modern general linguistics is manifested not only in the transfer of attention from object to subject, but also in the transition to the study of units with a high level of complexity. Their successful study is no longer due to the previously existing methods of linguistic research. To cope with the pressing tasks, it was necessary to move from the unit of concept to the identification of the entire structure of cognitive processes. Thus cognitive linguistics arose – a new linguistic direction, which focuses on language as a cognitive mechanism involved in the representation (coding) and transmission of information, while cognitive mechanisms and structures of human consciousness are studied through linguistic phenomena [3, p. 109].

Until the early 1990s, foreign cognitive linguistics was a collection of individual research programs that were almost unrelated. However, already in the mid-90's in Europe the first textbook on cognitive linguistics “Introduction into cognitive linguistics” by F. Ungerer and H. Schmidt was published [7]. Among modern cognitive scientists it is expedient to name S. A. Jabotinska [2], I. S. Shevchenko [4], H. Strohner [6] and others, who constantly emphasize the importance of the “human factor” in language in their works.

The fact that at the present stage more and more linguists are beginning to share the concept of cognitive conditioning of basic linguistic units and structures, leads to a shift in the focus of research from obvious superficial textual representations (forms of expression) to the actual semantic units and structures of human knowledge and at the same time, to a greater or lesser extent, are reflected in language units, participating in the processes of generation and interpretation of language messages.

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Сарницька Д. О.

Глумакова О. І.

THE USE OF INTERNET TECHNOLOGIES IN THE STUDY OF FOREIGN LANGUAGES IN THE SCHOOL

(ВИКОРИСТАННЯ ІНТЕРНЕТ-ТЕХНОЛОГІЙ ПРИ ВИВЧЕННІ ІНОЗЕМНИХ МОВ У НАВЧАЛЬНОМУ ЗАКЛАДІ)

У статті досліджено застосування інтерактивних методів навчання, а також виникнення нового напрямку у вивченні іноземної мови за допомогою Інтернет-ресурсів із застосуванням різних принципів.

Ключові слова: *інтерактивні методи, інновація, Інтернет-технології, мультимедія, диференціація, оптимізація.*