

Considering in this connection the technological aspect of education in higher educational institutions, we note that currently they are the most widely used personal-oriented and information technology education.

Personally oriented technologies are represented by technologies of differentiation and individualization of learning, design technologies, etc. The main forms of information technology use are as follows:

1) multimedia lessons, which are conducted on the basis of computer training programs;

2) lessons on the basis of author's computer presentations during lectures, seminars, laboratory works, student reports;

3) testing on computers;

4) telecommunication projects; working with audio and video resources online;

5) distance learning, which includes all forms of educational activity, carried out without the personal contact of the teacher and the student. 6) work with an interactive tablet Smart Board;

7) voice chat on the LAN used for phonetics learning.

All of this is aimed at creating a foreign language environment in the process of learning foreign languages, for the achievement of which and the use of technical means of training. For example, computer training programs in foreign language classes allow the following forms of work to be carried out: perfection of pronunciation; work on grammatical material; expanding vocabulary; study writing; learning monologue and dialogic speech, etc.

Список використаної літератури

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TEXT TITLE AS A TOOL IN ACHIEVING TEXT COHERENCE

Due to the complex of linguistic categories discourse is a well-ordered structure. The text unity, close interconnection between its constituents has been called text coherence. Text unity is not only notional aspect. It appears simultaneously in the form of structural, notional and communicative unity which correlates to form, content and function.

The aim of the given article is to study and examine the role of the title in creation text coherence.

According to the aim the following tasks have been identified: explain and specify the role of a title in the fictional text; consider and analyse the functions of chapter titles in the novel written by Mathew Kneale “English passengers”.

The title is the first sign of the authorial fictional. The reader perceives the text through it. The title is the first level in the connection between the reader and the text; it starts the interpretation and understanding of the text. The intertextual function of the title builds up discourse – text coherence on the basis of formation of the vertical line of the text. The title is the key to text understanding and helps in creation of perlocutionary effect.

Having analysed the titles of the novel parts by Mathew Kneale “English passengers”, we can place emphasis on the powerful influence of titles on the reader’s understanding the main idea of the work of literature, namely, the role of chapter’s titles in achieving text coherence.

All the chapters’ titles contain the name of a certain person. Having read several chapters, we understand easily that the author’s choice wasn’t without reason, so long as the action in every part unfolds in the way that certain characters narrate their own version of events from the first – person perspective. The main characters narrated in details the events they had experienced. Therefore, reading the title of every chapter, the reader can understand who will be presenting the events of the following story.

The headings to the parts of the given fictional text can be characterised temporally. We can observe that almost every chapter title contains the indication of the year when the events happened. Some headings even contain the name of the month, as we can see in the examples:

Captain Illiam Quillian Kewley, December 1857; Dr Thomas Potter, January – February 1858.

Analyzing the headings of the novel parts, the reader begins to understand which time period the novel covers. Thus, with the help of titles the reader starts to understand that there is a thematic gap in the chain of events depicted in the given fictional text. From the stories’ headings to Part I it becomes clear that events took place in 1857. Later, in Part II the reader is told about the events that happened in 1820, 1824-1828, which, undoubtedly, served as the basis for the actions which took place in 1857. In Part III we, as readers, again observe the thematic transfer to the events of the year 1857. The fourth Part in its turn returns the reader to the main characters’ experience in 1824-28. Such fluctuation we observe up to the

tenth chapter of the novel. It seems that the author prepares the basis for the reader, saturates him with information necessary for understanding the events which the main characters will experience in the following parts of the novel.

From the titles to certain parts we get to know about the geographical location of the action.

For example,

Mrs Gerald Denton, wife of the Governor of Tasmania September – December 1857; [1, c.307]

Nathaniel Stebbings, Bristol Schoolmaster, to John Harris, Van Diemen's Land settler and landowner, October 1832; [1, c. 181]

Mrs Catherine Price, wife of the storekeeper, Wybalenna Aboriginal Settlement, Flinders Island, 1835–8. [1, c. 238]

Some headings of the novel parts tell us about the social status and professional belonging of the narrators of the stories. Thus, we can observe the indication of the job title, the place of living next to the names of narrators who have higher social status in society, and, at the same time we can read only first names in the headings to chapters, narrated by people with low status. These headings indicate only the name and the year.

Example,

Julius Crane, visiting inspector of the London Prison Committee, 1837; [1, c. 92]

Sir Charles Moray, Secretary for Colonies, London, to George Alder, Govenor of Van Diemen's Land, 1828; [1, c. 99]

Dr Thomas Potter, December 1857; Captain Illiam Quillian Kewley, December 1857; Ben Hayes, Van Diemen's Land farmer, 1830.

А також, Peevay, 1831–5; Jack Harp, 1820. [1, c. 92]

To conclude, it is important to remark that the title of the work of literature makes possible to embody different author intentions, namely 1) reflects the author's vision of the reproduced situations and implements the author's intention as integrity; 2) harmonizes the fictional text with its fictional world (the main heroes, time, space etc); 3) establishes rapport with the addressee of the text and predicts his assessment and expectations.

References

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