

Стилістичний синтаксис обох політичних представників характеризується використанням ампліфікацій, градаційних конструкцій, повторів, фразеологізмів, епітетів та інших стилістичних фігур, завдяки яким якнайповніше здійснюється їх прагматична функція в політичному дискурсі. Вживання специфічних синтаксичних структур та стилістичних засобів у поєднанні з блискучими ораторськими здібностями подвоює ефект зазначених прийомів та допомагає підсилити персуазивну функцію промов. Апелюючи до загальнолюдських цінностей та ідеалів, акцентуючи позитивні перспективи розвитку країни шляхом залучення біблійної лексики, використовуючи у своїй промові релігійні мотиви, оратори нагадують громадянам про основні закони, яких необхідно дотримуватися заради стабільності, стійкості та спокою у суспільстві. Пропонована стаття не вичерпує всіх аспектів розглянутої проблеми. Подальший напрям дослідження цього питання вбачаємо в глибшому аналізі всіх системно-мовних характеристик українського і американського політиків, розробці комплексних мовних моделей представників різних політичних систем.

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## Method of gamification in the system of continuing education

Maryana Zakharchuk

PhD in pedagogy, Associate Professor at Applied Linguistics Department, Lviv Polytechnic National University, Ukraine,  
E-mail: maryana.zk@gmail.com

*The article dwells on teaching foreign languages in the system of continuing education, as well as the method of gamification has been described as an alternative approach to learning in education of adults in the context of contemporary social development. The author has singled out the theoretical principles of learning necessary for foreign language learning and revealed their main ideas. The work of Linguistic and Educational Centre has been analyzed which was created to provide educational, methodological and consultative assistance to citizens, including scientists, teachers and students to study foreign languages.*

Keywords: gamification, continuing education, adult education, language learning, educational principles.

### I. Formulation of the problem

At the present stage of the integration into the EU Ukraine is adjusting its standards to meet the standards of

democracy and civilized, socially oriented society. Under the circumstances Ukrainian education is directed to attain the world level of development. While reforming the structure and content of the main components, forms and teaching methods, increasing the contribution to the development of science fields, a new phase of development of higher education, including continuing education, has been started in the country on the principals of humanization and democratization, national and international orientation, personality centred approaches that value personal and professional development. Implementation of the main principles of the new educational policy changes the strategy of continuing education and focuses it on training of a new generation of professionals with a high level of

professionalism, professional and general culture, analytical thinking, and innovative creative style.

It is generally recognized the need for continuing education nowadays. Particularly relevant this issue is for the system of continuing education because it is facing the task of creating favourable conditions for continuous education and self-education of adults. Continuing education occupies the priority among other modern educational systems since it provides a person with education for most of their life.

Under present-day conditions of global and European cooperation and integration the knowledge of foreign languages, their teaching is determined to be a priority for humanitarian activities of the world, providing a unification of educational environment. In Ukraine the English language is often used as a language of communication and negotiation, as a working language of conferences and international symposiums, contributing to the expansion of contacts within foreign countries. Pragmatic effect of communication is the key to successful business cooperation in general. In this context experience of teaching foreign languages in the system of adult education is a vital issue.

## II. Analysis of recent researches and publications

Continuing education is a subject of research of British scientists: various aspects of the history of continuing education have been studied by R. Kidd, T. Graham, D. Legge, T. Lovette, R. Peers, C. Titmus, J. Lowe; the concept of continuing education has been identified by P. Jarvis, M. Intosh, D. Legge, G. Mee, H. Wiltshire, A. Rogers and others. Individual psychological characteristics of adult foreign language education have been studied by S. Vershlovskiy, R. Dronikova, S. Zmeev, M. Kabardov, A. Capitanska, H. Sadykova, etc.

## III. Problem setting

The purpose of the article is scientific and theoretical grounding of principles and main trends of organizing educational process together with application of gamification method in the system of adult education.

## IV. Analysis procedure

The system of adult education is a complex of schools and institutions of formal (secondary and vocational schools) and non-formal adult education (apprenticeships in the workplace, a variety of courses for obtaining a new profession, social needs etc.), scientific, educational and research institutions, scientific and manufacturing enterprises, information services eligible for educational services, as well as state and local education authorities and government.

The purpose of the system of adult education is the realization of the right of a person for continuing education; their involvement in professional and public life by providing relevant education. The leading types of adult education are: a) general (increase general

competence); b) professional (acquire professional competence); c) special (learning languages, acquire communication skills etc.).

Teaching a foreign language for professional purposes should be especially practice-oriented. Along with the skills and fluency in communication on everyday topics, skills in technical translation of the relevant field of science or technology should be trained; the ability to use a foreign language in telecommunication networks is not less necessary. Making spontaneous conversation on professional topics with native speakers (orally or in writing) demands high level of foreign language competence. The level of language proficiency requires not only language skills and understanding of the principles of construction of foreign forms of expression but deep understanding of foreign cultural and social realities.

Objectives and methods of teaching should be aimed at the development of all types of skills: listening, speaking (dialogue and monologue), reading and writing. According to the studies of local and foreign researchers [2, 4, 6, 7] a communicative method of foreign language teaching is a priority because acquiring practical foreign language skills means having knowledge about all areas of the country where the language is native. Nowadays the state standard for foreign language acquisition has its main goal to develop language skills in students and use a foreign language as a tool in the dialogue of cultures and civilizations of the modern world. This goal involves communicative, social and cultural development of students by means of a foreign language to prepare them for intercultural communication in various spheres of life [3, p. 40]. Much attention in the communicative method of teaching is given to the motivation of foreign language studying by revealing the necessity of language skills in modern society. Motivation in students can be increased by immersion in the learning process. Gamification is a new field, but games are ancient. While there is not universal agreement on the scope of the field, a set of concepts are clearly representative of gamification. The concept of games is deeper than most people realize, and how game design serves as a foundation for gamification. Considering the above mentioned concepts, we have concluded that the educational process is based on the following theoretical principles.

1. The principle of communicative training orientation provides the organization of educational process that leads to an adequate level of practical foreign language acquisition in speaking and writing. Much attention should be paid to students' group work in pairs or of three people. Students receive tasks of controlled expression in which they learn to start a conversation using set expressions, properly and quickly respond to the remark of an interlocutor and maintain a conversation [7].

2. The principle of situational and topic oriented educational material creates conditions for adequate implementation of communicative ideas. Communication occurs within the themes defined by the curriculum, as the main form of organization of communication is considered to be a speech situation [6].

3. The principle of activity-focused nature of the training involves mastering speech actions for the purpose of their further use for solving specific problems of communication, thus providing speech interaction of the students [1, c. 12].

4. The principle of social and cultural orientation of a training process provides the content with relevant authentic materials (texts, illustrations etc.). Social and linguistic skills and abilities are necessary to communicate with native speakers and understand authentic texts.

5. The principle of cross disciplinary learning takes into account common psychological mechanisms and is based on usage of relevant analyzers to achieve an adequate level of formation of skills [4, p. 124].

These principles allow combining related to philology sciences and different scientific theories and trends in search of ways of improving the quality of educational services for learning a foreign language. To continue the previously expressed opinion about the search of the best ways of improving the quality of education we cannot leave unnoticed the problem of gaming principle (competition), which we believe is the key in application of a gamification method. Gamification combines the visualization, practicality and knowledge. For the reason, games used in teaching process can model the natural communicative environment and encourage foreign language communication. The game embraces many aspects of motivation: competition, award incentives, and the logic of overcoming obstacles. To cut the long story short, your job is not a game, but you start working as if playing.

As an embodiment of the principles, goals and successful organization of the process of foreign language teaching in the system of continuing education, we have analyzed the results of work of the Linguistic and Educational Centre of the Institute of Administration and Postgraduate Studies of National University Lviv Polytechnic. The objectives of the Centre are to teach foreign languages to students make professional guidance to the teaching staff and achieve practical results of the studies, attract students to study through the practice while participating in international projects and internships.

Since establishment namely since 2011 the Linguistic and Educational Centre has been conducted foreign language courses of English, German, Polish and French. Since 2012 the Centre has actively been cooperating with Lviv Regional Employment Centre in training unemployed citizens. The educational programs English for IT and English in the tourism and hospitality industry have been developed. The knowledge of an international language greatly increases the chances of the unemployed on the labour market because today more and more employers require proficiency in English, which is a mandatory criterion for employment. In Lviv there are about 140 international IT companies and each of them interview their potential employee in English.

Another strong motivating factor for the unemployed who want to find themselves in the hospitality industry is the lack of a language barrier while travelling. As English is a mother tongue for more than 400 million people and

about 1 billion speak it fluently. This language is used in all the hotels in the world, airports, train stations, so the knowledge automatically solves many problems that people might encounter while travelling. The knowledge of English erases cultural and national boundaries because one feels a citizen of the world and can be successfully and easily communicate with other nations.

Also, since September 2014 at the Institute of Administration and Postgraduate Education vocational retraining courses of the former military men and their families have been started in the project Ukraine - Norway. Retired officers together with the family members have been studying for four months. According the curriculum they have been learning English, visual communication, SMM and other IT disciplines. Nowadays the knowledge of English opens great prospects to military men. First of all, it enables them to perform their duties in the multinational forces. Secondly, during international military exercises with the armed forces of countries-members and partners of NATO it is easier to achieve understanding among people.

Since the beginning of the war in the east of Ukraine our military participants of the project take an active part in international peacekeeping military exercise. They are aware of the idea that in this difficult time for our country they should use the help and support provided by the international community. It means the necessity of learning and improving English step by step to overcome the language barrier in communicating with their foreign partners and share experience and results of military activities with them.

Thus, having analyzed the work of the Linguistic Educational Centre in foreign language training of specialists in various fields we have tried to identify those most relevant strategies to improve the quality of educational services:

1) a personal and professional strategy which means that only a strong personal and professional capacity of teachers is able to form similar and even more powerful potential of students;

2) a creative and heuristic strategy is manifested itself in constant creative search of ways to improve the professional skills of students;

3) a strategy of interaction and cooperation which envisages the development of partnership among students and teachers, corresponding departments of universities, research institutions and others.

## V. Conclusions

Having identified features of learning English in the system of adult education, analyzed a set of principles of training required for foreign language training and considered the goal of foreign language teaching, we have come to the following conclusions. Particular emphasis in foreign language teaching is put on the development of communicative skills and abilities, mastering a certain set of language competencies that can be used by the professionals in their activities according to the requirements of the modern labour market. Also we have

described a method of gamification as an alternative approach to learning in education of adults in the context of contemporary social development. Education and training are areas where there has been interest in gamification. Gamification can be used for ideation (structured brainstorming to produce new ideas). We may prove that ideation games helped participants generate more and better ideas, and compared it to gauging the influence of academic papers by the numbers of citations received in subsequent research.

This research does not show the whole fullness of the outlined issue. Promising directions for further researching are the peculiarities of professional development of the university language teachers at different levels of continuing education and their professional development, educational management and others. Also the subject of further scientific studies can be determined a set of requirements and the characteristics of curriculum formation of foreign language competence.

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# Лінгводидактична стратегія викладання елективного курсу «Мовленнєва комунікація лікаря»

Тетяна Єщенко

к. філол. н., доцент, доцент кафедри українознавства, Львівський національний медичний університет імені Данила Галицького, Україна, E-mail: teua.lviv@gmail.com

*The article deals with linguistic and didactic teaching strategies. Author's courses for future doctors of speech communication are discussed in the article. The latest content proposed discipline based on the scientific studies of communicative linguistics.*

Ключові слова — комунікація, мовлення, мовлення лікаря, мова професії, українська мова професійного спрямування.

## I. Вступ

Комунікація у сьогоденні відіграє величезну роль для представників різних професій. Європейські та американські дослідження останніх років (A. Newman, A. Easton, Dg. Yagtr, M. Sabat, Dg. Chestara) свідчать про те, комунікативні навички працівників цінуються працедавцями в усьому світі вище, ніж навіть фахові вміння. І це не випадково. Майстерність спілкуватися є важливою людською компетенцією, без якої неможливо досягнути успіху в будь-якій справі. Теоретичною основою розвідки є наукові студії, які охоплюють різні традиції опису мовленнєвої комунікації: риторичну (Аристотель, Цицерон, Платон), семіотичну (Вільгельм фон Гумбольдт, О. Потебня, Дж. Локк, Іван Бодуен де Куртене, Фердинанд де Соссюр), феноменологічну

(Едмунд Гуссерль) тощо. Західний дослідник Г. Гарднер висунув у 80-ті рр. ХХ ст. цікаву ідею «мультиінтелектуальності»: зокрема вчений відзначає з-поміж різних видів інтелектуальної обдарованості особистості (уявно-зорової, фізично-кінетичної, музичної) також мовну інтелектуальність [1, с. 6]. Тож лінгводидактична стратегія формування фахівця в медичному ВНЗ мусить ґрунтуватися на комунікативно-діяльнісній парадигмі навчання мови.

## II. Основна частина

«Мовленнєва комунікація лікаря» — це авторський курс, який викладається у Львівському національному медичному університеті імені Данила Галицького студентам 1-го курсу медичного факультету, починаючи з 2016/2017 навчального року, і доповнює основний курс з української мови (за професійним спрямуванням). Дисципліна охоплює 90 годин (3 кредити). Зокрема 20 годин відведено на практичні заняття, 70 годин — на самостійну роботу студента. Ми навчаємо студентів навичкам застосовувати у практичній професійній діяльності основні комунікативні правила, техніки та прийоми усного мовлення;