

на выработку стратегии понимания. В них учитываются лингвострановедческие, лексико-грамматические, лингвостилистические и структурно-смысловые трудности художественного произведения.

В текстовых заданиях учащимся предлагается коммуникативная установка, назначение которой — сделать процесс чтения целенаправленным, помочь прогнозировать тему или идею текста, прояснить подтекст, сопоставить факты, выделить деталь или реалии, несущие большую смысловую нагрузку, выявить авторское отношение к героям и событиям; создает условия для прогнозирования содержания текста, для постижения идейно-художественного замысла, главной идеи произведения.

Систему послетекстовых заданий, направленную на проверку понимания прочитанного, целесообразно строить исходя из трех стадий восприятия художественного произведения.

Первая стадия — непосредственное восприятие — характеризуется осознанием только сюжетной линии, поступков героев. Вторая стадия — это восприятие идейного содержания произведения, что связано с осмыслением характеров действующих лиц, выявлением центрального героя. Третья стадия — эстетическая оценка литературного произведения (его содержания и формы). Именно здесь большое значение имеет установка на понимание художественных достоинств произведения. Все эти стадии взаимосвязаны, но их механизмы отличаются друг от друга.

Эффективными являются следующие приемы контроля: а) нахождение в текстах ответов на вопросы, обнаруживающие умение выявлять тематику и проблематику с опорой на определенные ориентиры; б) критическое восприятие предлагаемого плана текста, его полноты, правильности; в) расположение фактов, данных в беспорядке, в соответствии с логикой сюжета; г) тесты на выбор правильного ответа из нескольких предложенных вариантов, устанавливающие умения учащихся разобраться во взаимоотношениях персонажей, в мотивах их поступков.

Для контроля могут быть использованы приемы, которые проверяют также репродуктивные умения обучающихся. Например, умение представить фабулу художественного текста в виде схемы, отражающей порядок следования основных эпизодов текста, или умение выстроить развитие событий в фабульной последовательности в случае расхождения фабулы и сюжета произведения.

Послетекстовые задания должны помочь студентам выявить скрытые от них смыслы [3, с. 26].

Заключение. Работа с художественными текстами должна быть организована так, чтобы их понимание проходило все необходимые стадии и контролировалось по всем уровням. Контроль следует соразмерять со степенью обученности учащихся восприятию художественных произведений. Поэтому его распределение по уровням неравномерно. Умения проникать в образную ткань произведения, в художественные средства, в особенности авторского стиля, специфику его творческой манеры вырабатываются и контролируются постепенно. Поэтапным должен быть контроль и за умением эстетически оценить художественный текст. Целесообразно начинать с выявления эмоционального переживания, возникшего при восприятии эстетических достоинств произведения. В дальнейшем следует выявить (формировать) эстетические суждения учащихся о художественном содержании и художественной форме произведения.

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THE ASSOCIATIONS AS THE REFLECTION OF CONCEPTUALIZING THE NATIVE AND NON-NATIVE ENGLISH SPEAKERS' VOCABULARY

Introduction. Our everyday life is always full of the great amount of visual information, which people get from various kinds of sources. Due to the wide spreading of information technologies, the Internet influences the quality and quantity of the data we get and the inevitable reaction to it. Obviously, you have an association to any information, be it a spoken word or a sequence of visual pictures. Your reactions are very often numerous associative chains to anything, following you all your life. Nowadays, a great majority of our planet's inhabitants are not

only deeply involved in sports, but consider it an ideal way to cope with real life physical and psychological difficulties as well as to challenge them. We considered them as real heroes. Being under the impression, we decided to search the Internet for the information about such people. Being surprised by the unpredictable results of the searching for data on the Internet request containing the word “hero”, which was our first reaction, we decided to study the mechanics of appearing of different associations and compare them with one another.

The main part. The idea of studying associative mechanics is based on connections between verbal associations that reflect the linguistic world-image, ethnic and socio-cultural views [3]. The *relevance* of the research is in the need to enhance the productivity of a person’s mental activity aimed at the acquisition of vocabulary in a foreign language use.

The object of the research is verbal associations in the minds of native and non-native English speakers as the reaction to the words on the topic “Sport”.

The subject of the research is the mechanics of building up associative connections within a single topical vocabulary set of a native tongue and a foreign language being learned.

The aim of the research is to reveal the relevant features of associative connections within the semantic field of “Sport” in native and non-native English speakers’ reactions.

Objectives of the research are the following: 1) to study the terms “associative thinking” and “associative dictionary”; 2) to work out the questionnaire on the topic SPORT for the respondents of research; 3) to conduct the survey aimed at getting verbal associations on the topic “Sport”; 4) to analyse the associations and to reveal the regular patterns of their formation; 5) to compile two different types of dictionaries according to our results.

We based our research on the questionnaire of 31 native speakers living in the UK whose answers were sent to us by e-mail and 123 pupils of 9—11 forms of Gymnasium No. 5 in Baranovich. During the research we have analyzed 25 782 verbal associations to stimulus words on the topic “Sport” elicited from British and Belarusian respondents.

We found out, that all the lexical units to stimulus words can be thematically divided into 9 groups, according to Y. Karaulov and V. Goldin [1; 2; 4]. In the process of the research we have identified the following quantitative characteristics of reactions to stimulus words among the students of Nottingham University and our gymnasium and made percentage calculations. According to the results, among native and non-native speakers, the percentage ratio of reactions by category is as follows (isolated reactions were taken into account) (table 1).

Table 1 — The percentage ratio of reactions by category among native and non-native speakers

Native speakers’ reactions	Non-native speakers’ reactions
Situations involving the stimulus — 150 (16 %)	Connection with a person — 624 (16 %)
Action, condition and activity — 130 (15 %)	Action, condition and activity — 590 (14 %)
Place and time — 100 (13 %)	Part and whole — 530 (13 %)
Personally directed proper names — 68 (12 %)	Subject-logical connection — 514 (12 %)
Part and whole — 62 (11 %)	Lingvo-culturally significant proper names — 447 (11 %)
Quality. Evaluation — 54 (9 %)	Related qualities — 391 (9 %)
Connection with a person — 53 (8 %)	Place and time — 379 (8 %)
Subject-logical connection — 49 (7 %)	Situations involving the stimulus — 337 (7 %)
Related qualities — 41 (6 %)	Quality. Evaluation — 321 (6 %)
Speech patterns — 18 (3 %)	Speech patterns — 132 (4 %)

This is the percentage of the most popular categories among British and Belarusian respondents. The British associative reactions with the highest frequency are *situations with the stimulus; actions, conditions and activities; place and time* (Table 2). The Belarusian most frequent categories are: *connection with a person, action, state and activity, proper names*. The next example shows British special conservatism: reacting to the word *cup*, the British most frequently connect it with *5 o’clock tea or tea with milk*. From our point of view, the *native speakers’* reactions are explained by national and cultural peculiarities: the respondents’ personality, desire for a comfortable distance, scrupulosity about the activities in the communication, importance of the time frame.

Most frequent reactions to the word *marathon* — *victory, support* are connected with willingness to the victory, the desire of support. Besides the world of Belarusians is the world of their land, their native “kut” — edge, corner. You can see it from the example *event* — *Nesvizh, festivity, Mir, Lida*. The top categories of Belarusian respondents are determined by such national and cultural features of character traits: tolerance, humanity, and conviction in views.

During our research we faced numerous reactions connected with *proper names*, that can’t be placed into the existing categories and have high percentage among both the British and Belarusian reactions. We united them into *the 10-th category* — personally directed proper names. *Queen* — *Kate, power* — *Diana, (British). Marathon* — *Minsk (Belarusian)*. Finally, we indicated the reactions’ *intensity indices* (the degree of intensity of their usage by research participants), ranging from 0.85 to 0.02 and can be equal or vice versa.

Table 2 — Associative reactions with the highest intensity indices

Stimulus-word	Non-native speakers	Native speakers
Archery	Magic (0.13), woods (0.13)	Robin Hood (0.65)
Arena	Football (0.23), Minsk Arena (0.2), circus (0.17)	Football (0.5), Wembley (0.5)
Award	Medal (0.16), Domracheva (0.15)	Nobel (0.56), prize (0.32)
Challenge	Competition (0.14)	Problem (0.73)
Cup	Tea (0.21), coffee (0.1)	Tea with milk (0.55), 5 o'clock (0.44)
Horse races	Horses (0.13)	Horses (0.68)
Disability sport	Hero (0.29)	Hero (0.29)
Failure	No trouble(0,21), unlucky (0,2), sadness (0,18)	No trouble (0.84)
Prize	Medal (0,2), win(0,13)	Gold medal (0.65)
Power	Energy 17 (0,19)	Queen 16 (0.69)
Lawn	Grass (0.21)	Home (0.73)

Disability sport — hero. Such topic as Paralympic Games is quite important for Belarusians and British and everybody can feel the triumph of the sportsmen's spirit. **Failure — no trouble.** In both countries people take their failures philosophically, and have the ability to overcome various kinds of life difficulties. All the presented above indicates the differences of the reactions' usage among native and non-native speakers. But, as for the similarities, they are connected with their dependence on the national peculiarities of both cultures.

As the product of research the two types of English Associative Dictionary were made: The English Associative Tag-cloud Dictionary and The English Associative Dictionary. **The idea** to create an associative dictionary is based on the existence of connections between verbal associations that reflect the linguistic world-image [5].

The aims of the dictionary edition are: to enrich the students' active English language vocabulary and to use this type of visual dictionaries in the English language practicals in order to develop different kinds of memory and thinking. **Benefits of** the associative dictionary: 1) it creates the possibility to determine the most frequently used word-combinations; 2) illustrates the linguistic world-image and native speakers' character traits; 3) discovers the mechanics of classifying and conceptualizing language material.

The scientific novelty of the idea to create an associative dictionary is defined due to the fact that it is the first edition of the associative dictionary on the topic "Sport" with the verbal associations of the Belarusian and native English speakers. The English Tag-cloud Associative dictionary is a dictionary rendered and edited with the help of the "Tag Cloud" online computer program. It contains 200 stimulus words on the topic "Sport" with the native and non-native speakers' reactions to them in the form of word clouds. It can be used as the source of hash-tags for various purposes. They allow users to apply dynamic tagging which makes it possible for others to easily find messages with a specific content, in our case, the idea of healthy lifestyle and the opportunity to spread advertising on the topic. By using the hash tags you can increase the chances of being found. In our case, the hash-tags will help us to get the necessary amount of "likes" in the social network "Instagram" in order to get virtual money with the aim to spend it on charity.

Conclusion. Creating an associative dictionary is an effective way to study the lexical content of the active communicative vocabulary of a native speaker. From our point of view, the goal of the study was fully achieved, since we created 2 types of associative dictionaries: not only in standard form, but also in the form of a tag cloud created with the help of a specific computer program. This dictionary gives a visual representation of the frequency of using associations for the stimuli we have suggested, and is also more rational for perception and use at the foreign language lesson. In the future, it is possible to conduct a study of associative connections that occur among respondents as reaction to stimulus words in order to study not only the linguistic and cultural, but also social and psycholinguistic characteristics of the representatives of the two cultures, followed by a psycholinguistic portrait of a typical person belonging to one of them.

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