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## Studying English through poetic texts

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**Abstract.** The article is devoted to the problem of the poetry usage at English classes as one of effective facilities of intensification of studying. The author asserts that the use of the English-language poetry is the effective means of achievement of such primary purposes of teaching as practical, developing and educating, examines expedience of the usage of the personality-oriented model during work with a poetic text, according to which a reader is examined as active interpreter, active partner of an author: he not only obtains information from the text of poem but also brings in his own understanding in the text.

**Keywords:** poetic text, personality-oriented model, active interpreter, intensification of studying.

Using poetry at the classes of foreign languages is one of the most effective means of intensifying studying, achieving its practical, educational, educative and developmental goals. The peculiarity of the current situation is that some methodological aspects of the use of the Anglo- American poetry at classes of foreign languages are reviewed on the pages of professional journals (such as "Foreign Languages", "Forum" etc.), such scholars as M. N. Brock, Th. Gwin, E. B. Ibsen, J. H. Mosenthal pay attention to this issue, but so far there is no general concept of using poetry in teaching. That is why using poetry in the classes of foreign languages as an efficient means of intensification of studying is of urgent importance. In the writings of scholars such as V. Epifanov, K. W. Leontief, R. I. Pliner, poetic text is recommended as a means of developing of the monologue. Possibilities of the poetic text are not yet exhausted. Disclosure of these possibilities would allow improving the methods of work with the poetic text in teaching English. This fact has also led to the choice of research topic – "Studying English through poetic texts".

Use of English poetry is an effective means of achieving the main goals of studying such as practical, educational, developmental and educative:

1. While reading the poems, the student sees the conscious use of vocabulary for transmitting the author's thoughts and meets various functions of language. Using poetry contributes to the development of basic communication skills - reading, listening, speaking, the latter most often occurs in the form of discussion of the content of poetry, which could cause a real discussion in the group, because the problems raised in poetry are universal and not always provide a unique solution. Thus poetry promotes studying of basic types of speech activity and allows using unconventional, creative types of exercises. There is a practical achievement of objectives of studying.

2. Acquaintance with the best examples of English poetry, types of poetry meter (iambic, trochaic, etc.), as well as translation of poems into their native language, promotes linguistic-cultural competence of students, i.e. the achievement of educational objective of studying.

3. Specificity of poetry helps the student to master the emotional-value experience of communication. The teacher also knows his student deeper and gets his psychological profile. The use of poetry has developmental significance; moreover, it helps ensure not only the linguistic atmosphere in the classroom, but also psychological comfort.

So poetry can be used as a model of authentic literary language to achieve major objectives of studying and to develop the creative abilities of students. The main thing in the work of each teacher is a desire to turn the process of studying from monotonous mechanical reproduction of material to creative search. To a large extent this contributes to the work of poetic texts that develop the student, enrich his spiritual world, and develop sensitivity to the poetic words, learn to see the beauty of man and nature. Poetry gives impetus to the creative imagination of stu-

dents; it also has huge potential for emotional impact. This is extremely important because the problem of emotional intensity of material in a foreign language class in general is very important. More attention should be paid to the selection of poems, based on the following principles: thematic, educational, and didactic [4].

Recitation and translation of poems make classes of a foreign language meaningful, motivational directed and raise interest in the study of English.

Certainly much depends on the teacher, his love for poetry, understanding of it, and the teacher's ability to hold the students' attention and inspire them with confidence in their creativity. If the teacher succeeds in it, then even the weak students are sometimes able to surprise by their poetic translations.

The work with poetic texts goes through the following basic steps:

- 1) preparation of students for the first listening of a poem to eliminate language difficulties (new words, unfamiliar expressions are written on the blackboard);
- 2) the first listening of a poem;
- 3) independent reading of a poem by the students;
- 4) checking understanding of the contents of the poem and discussion of it;
- 5) analysis of the linguistic means of expression;
- 6) declamation of the poem by students;
- 7) students' translation of the poem into their native language;
- 8) review of existing translations of the poem;
- 9) selection of proverbs that express the main theme and the idea of the poem;
- 10) creative homework: to prepare students' own, possibly poetic translation.

Translating poetry, students should remember that poetry is a way of using words to give freshness and intensity to familiar feelings. So each translation must start with research: why the poet wrote this poem. The translator should feel the mood of the poet, understand what atmosphere or what features of perception create details, images, how poems express person's feelings and ideas. The task of the teacher is to emphasize to students that the poetry expresses ideas and feelings using fewer words than prose, poet-translator must reproduce the inner world of the poet.

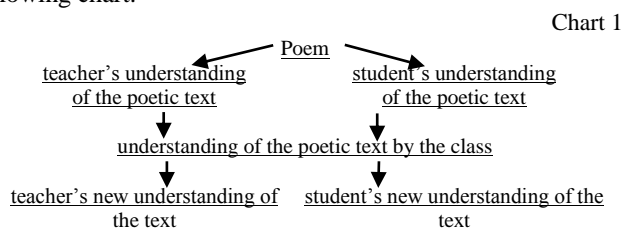
Efficiency of usage of poems depends on properly organized sequence of work with them and selection of exercises that stimulate students' mental activity and contribute to the development of their motivation.

Adequate working methods allow overcoming the inherent difficulties that arise in the learning process (the presence of unfamiliar vocabulary, associations, symbols, etc.).

The poetic text, as every product of subject activity implies program of its creation and, therefore, its interpretation (reconsideration) during use. During the work with a poetic text it is appropriate to use personality-oriented

model, according to which the reader is seen as an active interpreter, active partner of the author: he not only gets the information from the text of the poem, but also brings his own understanding to the text [5].

The understanding of the poetic text illustrates the following chart:



The system of tasks that is performed with the text must be focused on student intellectual activity and organized with the main psychological patterns of communicative activity. In other words, it is necessary the personality-oriented model of students' activity while working with the poem to consist of three interrelated stages that correspond to the three main phases of activity in psychology:

- I. Creating "the field of waiting" with the tasks prior to reading of the poem (incentive - motivational phase).
- II. "Dialogue" between reader and author in the process of reading and performing appropriate tasks (analytic- synthetic phase).
- III. Personal "identity", i.e. reading comprehension through further intensive speech and language practice (productive phase) [5].

Consider the contents of each stage in details.

I. The main objective of this stage is involving of the students in communication with the author. This stage has a number of logical and psychological characteristics associated with the fact that the teacher should be able to use a variety of techniques to create "the field of waiting" [5, p. 21]. The main factors the teacher takes into consideration are the character of the audience and the essence of the poem. The character of the audience depends on the level of qualification and sociocultural experience. The criteria for qualification are:

- 1) the degree of proficiency in the foreign language;
- 2) the degree of awareness in the field of culture;
- 3) the level of experience.

The character of the audience affects the presentation techniques of the poem, the scope and methods of commenting. It is useful to involve as literary associations the facts from students' native literature or from the literature they are familiar with. The teacher teaches to find symbols (e.g. a symbol of love, friendship), explains them, thus opening "creative laboratory" of the poet. It is advisable to predict content of the poem by discussing the title and creating simultaneously a psychological portrait of the author (Who is the speaker?). Such types of tasks can help "awaken students' thoughts" [5, p. 21].

II. The main stage – "dialogue" between reader and author – covers the usage of a variety of reading strategies that are needed to decode the information in the poetic text, and provide a critical understanding of it. Since the poetic text is a system of interconnected key points that reflect the logic of the author's opinion, it is possible to show the relationship between the components of the text as "Semantic Map" [5, p. 22].

Exercises performed at this stage are focused on the development of basic reading skills, such as:

- 1) skills of semantic processing of information in the text;
- 2) the language skills of reading.

Since the text of the poem is primarily a source of information for the student, the first type of exercise involves teaching students to comprehend the meaning of the text. Exercises of this type (semantic classification, explanation of meaning at the level of phrases and superphrasal unity, modeling logical relations in the text) allow mastering the following skills:

- anticipation (ability to predict the character, subject of text, relying on the existing reader and linguistic experience);
- information retrieval (skills that allow to determine the structure of the text);
- information detailing (the ability to specify the character and the subject of the text using keywords);
- information generalizing (ability to understand the main idea of the text).

The second type of exercise is aimed at mastering the language skills of reading; it allows forming the reader's a thesaurus, i.e. his lexicon by the language which is studied.

The structure of the thesaurus is formed by the following components:

- classification part (a scheme that divides the whole set of concepts in the conceptual area);
- enumeration of all concepts of each zone according to meaningful characteristic ;
- ideographic (descriptive) part (it may be an explanation, a description of the meaning in the form of comments, etc.) [5].

Based on the definition of thesaurus and its structure, we can say that the presentation of items in the form of thesaurus and doing exercises to master them expands the number of possible access points to both vocabulary of the language side of the text and the content information encoded in the text. Performing special exercises the student not only learns the meaning of a lexical unit, but also its application, that is a grouping, singling out the vocabulary and semantization of it that illustrates the different meanings of linguistic resources (objective, contextual, pragmatic) to transfer different types of information: actually informative and expressive. Thus there is a definite sequence of exercises that takes into account, on the one hand, a gradual increase in difficulty, but on the other - functional significance of lexical items in the text.

The exercises of the second type provide for the students' activity with the following linguistic objects:

- words specifying information about the topic, the problem, etc.;
- linguistic units that perform the function of figurativeness and expressiveness in the text (synonyms, antonyms, analogies).

These exercises, in contrast to the "pure language" ones are an organization of interrelated activities that require the student's intellectual activity. In addition, the positive qualities of these exercises are their ability to control (i.e., they have a unique solution, which provides an opportunity of rather strict control of their completion).

The above-mentioned types of exercises provide an opportunity to form linguistic and extra-linguistic competence of the topic being studied. These exercises can be used selectively, but the completing of the exercises of two described types is necessary.

III. The final stage - the personal "identity" - aims to discuss issues arising from the content of the poem. Exercises such as "Role Play", "Follow-up Activities" and others are built around life, real communicative situations. It is important the process of completion of these exercises to take place in a gradual complication of communicative tasks [5].

It should be noted that classes with the usage of the model of personality-oriented activities of the students

while working with the poetic text demonstrate the changing role of the teacher: he begins to act as a “consultant”, “coordinator” [5, p. 25], a participant of communication, i.e. authoritarian style changes to atmosphere of cooperation. As for students, they participate in the reading and discussion of poetic texts with interest.

While the students are working with a poetic text using the personality-oriented model, not only language competence is formed by increasing the time of speaking, decreasing of speech errors, expansion of students’ vocabulary, but the students master the ability to see, evaluate and discuss their own activity from a position of other team members. During the discussion there are generated and perfected ideas, there is a sensation of partnership and support, there is a mutual enrichment, and social experience is received.

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#### Шенна О.О.

##### Изучение английского языка с помощью поэтических текстов

**Аннотация.** Статья посвящена проблеме использования поэзии на занятиях английского языка как одного из эффективных средств интенсификации обучения. Автор утверждает, что использование англоязычной поэзии является эффективным средством достижения таких основных целей обучения, как практическая, образовательная, развивающая и воспитательная, рассматривает целесообразность использования личностно-ориентированной модели при работе с поэтическим текстом, согласно которой читатель рассматривается как активный интерпретатор, активный партнер автора: он не только добывает информацию из текста стихотворения, но и вносит в текст свое собственное понимание

**Ключевые слова:** поэтический текст, личностно-ориентированная модель, активный интерпретатор, интенсификация обучения.