

критерію адекватності та допомагає реалізувати авторську інтенцію і його вплив на іншомовного реципієнта.

### **Література**

1. Борисова О. В. Причини та види трансформації вербалізації при перекладі з англійської мови на українську / О. В. Борисова // Проблеми семантики слова, речення, тексту. Збірник наукових праць. – К.: Вид.центр КНЛУ. – 2003. – № 9. – С. 16-21.
2. Борисова О. В. Частотні види трансформації вербалізації при перекладі / О. В. Борисова // Вісник ХНУ ім. В.Н. Каразіна. – Харків: Константа. – 2002. – № 567 – С. 334-339.
3. Мацієвська А. В. Особливості застосування перифразу при перекладі емоцій / А. В. Мацієвська // “Актуальні проблеми романо-германської філології та прикладної лінгвістики”. – Чернівці: Видавничий дім «РОДОВІД», 2015. – С. 106 – 116.
4. Стіл Д. Диво: пер. з англ. та передмова Є Кононенко. – Харків.: Книжковий Клуб «Клуб Сімейного Дозвілля», 2008. – 176 с.
5. Steel Danielle Miracle / Danielle Steel. – NY.: Random House, 2005. – 192 p.

*Ничко Оксана Яромирівна,  
Тернопільський національний економічний університет*

## **DECODING FOREIGN TEXT ISSUES AND COMPREHENSION STRATEGIES AS A FOUNDATION TO READING SUCCESS**

Reading is the product of two cognitive elements and processes: language comprehension and decoding. The most mundane form of language comprehension is explicit comprehension—the listener merely understands what is explicitly stated. The listener may not draw any inferences or elaborate on what is said, but at least the listener understands what is specifically stated [5].

Decoding generically refers to the student’s ability to recognize and process written information. The process is far from being straightforward. Initially it is highly contextualized. Farther it is transformed into “sight-word reading” – inability to make sense of unfamiliar words or being outside the student’s sight vocabulary. Being advanced in this technique involves using the conventions of written language to “sound out” or “decipher” words – no limit to the number of words created or read [6].

Thus, decoding text appropriately engages correctly recognizing irregular or exception words within one’s vocabulary and pronouncing unfamiliar words in a way consistent with the conventions of written language [4].

The text tends to impose its system of symbols and codes upon the audience and the latter takes the same approach towards the text. During the process of coding and decoding the text information might be transformed [3, p. 309-318].

A text is not just sending a message in a certain language but a complex phenomenon which includes different codes. That is why an adequate interpretation of a foreign text calls not only for a profound knowledge of a source language but also the culture which proves to be equally important. The codes are apt to transform the message when functioning in different ethnocultural contexts, and to generate new ones. Moreover the ethnocultural context varies in terms of location as well as in the temporal aspect. Thus the process of decoding becomes very complicated and loses its definite character [2, p. 220].

Another aspect of text interpretation is a stock of the memory common both for a sender and an addressee. Here one should distinguish between the texts addressed to everyone which implies any recipient and the texts aimed at a certain recipient known to the sender personally. In the first case the addressee's amount of memory is considered to be an average one, a must for any speaker of a language who belongs to a certain culture. It is taken for abstract and general [3, p. 309-318].

A text may be also obscure owing to literary quoting, which bears a strong influence of the cultural context of its epoch. In this case a culturally-historical misunderstanding stems from various factors. Whether a source of quoting is well-known or not may influence the text comprehension as well as the way of presentation of the quotation: from citing up to reminiscence [1, p. 83-96].

The way of interpreting a text is also strongly determined by its genre, as specific features of each genre direct a recipient to its better understanding and the purpose of the text. Being able to identify the genre is not enough when it comes to decoding texts. Students need to have an understanding of word meaning and be able to infer information from the words being used [1, p. 83-96].

Both the author and readers take different approaches to the same text. From the author's point of view the text is not final, he/she is apt to improve it and add something to it. The reader takes the text as, the only possible variant where everything is meaningful and nothing can be changed. The reader is apt to minimize the role of the chance in the text structure. Moreover, the reader enriches the text with his/her own personal experience, cultural memory, codes and associations which can not possibly be identical to those of the author [2, p. 112].

A complex interrelated structure of the reader's personal qualities and socially typical ones undergo an influence during the process of reading a text [3, p. 310]. And that is why one and the same text may be perceived differently. It especially concerns fictional texts which unfold their message up to a reader's ethnocultural competence.

As teachers, the important thing we need to understand that reading is a very complex issue. It's not simply a matter of looking at words and sentences. Real reading – where the intended meaning is grasped – is something that needs to be learnt, practised and developed.

### **References**

1. Левин Ю.И. Тезисы к проблеме непонимания текста // Ученые записки Тартуского государственного университета: Структура и семиотика текста: Труды по знаковым системам XII . – Тарту, 1981. – № 515. – С. 83 - 96.

2. Лотман Ю.М. Внутри мыслящих миров: человек – текст – семиосфера – история. Тартуский ун-т. – М., 1996. – 464 с.

3. Микитюк І.М. Прагматичні стратегії тексту та його складових // Науковий вісник Чернівецького національного університету: германська філологія. – Чернівці: Рута. – 2003. – Вип. 165-166. – С. 309 - 318.

4. <http://www.onestopenglish.com/skills/reading/reading-matters/>. – Заголовок з екрану.

5. <http://www.onestopenglish.com/skills/reading/reading-matters/reading-matters-reading-strategies/155085.article>. – Заголовок з екрану.

6. <http://www.onestopenglish.com/skills/reading/reading-matters/reading-matters-decoding-texts/552802.article>. – Заголовок з екрану.

*Паничок Тетяна Ярославівна,  
Тернопільський національний економічний університет*

## **KOMMUNIKATIVE GRAMMATIK**

Fremdsprachenlernen gewinnt in heutiger Zeit an Bedeutung. Warum brauchen wir heutzutage Fremdsprachenkenntnisse? Wir können ohne Zweifel feststellen, dass die Fremdsprachen eine lebendige Sprachgrundlage und Voraussetzung für die Kommunikation im Rahmen von einem integrierten Europa und der Welt sind. Fremdsprachenerwerb hilft Sprachbarrieren beseitigen und hilft die Mobilität des Individuums zu erhöhen, sowohl im Privatleben als auch in einem zukünftigen Berufsplatz. Er ermöglicht, Unterschiede der Lebensweise der Menschen von andern Ländern und ihrer unterschiedlichen Kulturtraditionen kennen zulernen. Er vertieft das Bewusstsein der Wichtigkeit des gegenseitigen internationalen Verständnisses und der Toleranz.

Gegenwärtig wird die Gesellschaft immer häufiger mit dem Begriff „Kommunikative Kompetenz“ konfrontiert. Schon im Alltag fungiert diese Kompetenz als Voraussetzung, um soziale Kontakte zu knüpfen und zu fördern, sowie Alltagssituationen wie Bewerbungsgespräche, Konflikte usw. zu bewältigen. Besonders im Top-Management wird die Fähigkeit kompetent zu kommunizieren erwartet, da es dessen Ziele sind, Kunden zu überzeugen, zielorientiert zu handeln und sich Respekt zu verschaffen. Aufgrund der Globalisierung wird es auch immer bedeutender, in Fremdsprachen kompetent zu sein, um auf internationaler Ebene agieren zu können. Diese Aspekte verdeutlichen, wie sehr die Kommunikative Kompetenz im Alltag präsent ist, doch was sie im Einzelnen beinhaltet, ist der Gesellschaft nicht bewusst.

Die kommunikative Sprachkompetenz besteht aus mehreren Komponenten: linguistischen, soziolinguistischen und pragmatischen Kompetenzen [1, с. 234].

Linguistische Kompetenz: in diesem Referenzrahmen unterscheiden wir: lexikalische Kompetenz, grammatische Kompetenz, semantische Kompetenz und phonologische Kompetenz.