

участвовать в чатах, видеоконференциях и т.д. Студенты могут получать информацию по проблеме, над которой работают в данный момент в рамках проекта.

Как видим, достоинств у компьютерного обучения не мало, но нельзя и злоупотреблять компьютеризацией. Необходимы критерии полезности применения компьютеров на занятии для каждой возрастной группы студентов. Что касается критериев полезности конкретной технологии в образовании, то его можно сформулировать следующим образом: та или иная учебная компьютерная технология целесообразна, если она позволяет получить такие результаты обучения, какие нельзя получить без применения этой технологии. Мультимедийные технологии являются совокупностью различных способов обучения: текстов, графических изображений, музыки, видео и мультипликации в интерактивном режиме. Новая учебная среда создает дополнительные возможности для развития креативности студентов, стимулирует их любознательность, прививает интерес к научной деятельности. Как показывает практика, мультимедийные программы наилучшим образом соответствуют структуре учебного процесса. Они максимально приближают процесс обучения английскому языку к реальным условиям, наиболее полно удовлетворяют дидактическим требованиям. В этих программах используются методические приемы, позволяющие производить ознакомление, тренировку и контроль.

THE SIGNIFICANCE OF MOTIVATION FOR THE FORMATION OF THE ILLOCUTIVE MEANING OF INDIRECT SPEECH ACTS

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Like any other semantic meaning, the illocution – an act of speaking or writing which in itself effects the intended action – can be expressed not only directly, with the help of imperative verbs. Being communicated as an indirect utterance, it becomes more

eloquent, gaining additional illocutive force. The illocutive force is a necessary element of every speech act: “Whenever a speaker utters a sentence in an appropriate context with certain intentions, he performs one or more illocutionary acts. In general an illocutionary act consists of an illocutionary force and a propositional content.” [1, 1 – 2].

According to Austin’s classification, all illocutionary acts can be divided into five types, i.e., *verdictives*, *exercitives*, *commissives*, *behabitives*, and *expositives*: one can exercise judgment (Verdictive), exert influence or exercise power (Exercitive), assume obligation or declare intention (Commissive), adopt attitude, or express feeling (Behabitive), and clarify reasons, argument, or communication (Expositive). [2, 151 – 152].

One of the most important features of each type of illocutive utterances is motivation. The necessity of motivation is determined by the fact that a peculiarity of an illocutive utterance is the subjection of its structure to the speaker’s communicative target. This is because the speaker – concerning about his own interests – tries to influence his interlocutor’s behavior and make him act in accordance with his plans. The problem is that the speaker’s and hearer’s interests do not always coincide. Therefore, in order to implement his plans the speaker must prove the possibility, necessity or desirability of doing things, underline favourable / unfavourable consequences of its performance / failure and so on. All these can serve as the motivation to act. For example, in the utterance:

“Excuse me, Dr Macphail, Miss Thompson’s sick. Will you have a look at her?” (S. Maugham)

– the motivation is created by the statement about Miss Thompson illness.

In another example:

“She burst into a torrent of insult, foul and insolent. Davidson kept his grave eyes on her.

“I’m indifferent to the abuse you think fit to heap on me, Miss Thompson,” he said, ‘but I must beg you to remember that ladies are present.’ (S. Maugham)

– the appeal to the social norms (one must not be rude in the presence of ladies) serves as a reason for acting or behaving in a particular way.

The motivation component can be the characteristic of a direct speech act as well as an indirect utterance. There is only one specific group of direct utterances which don't demand any additional information necessary to avoid the fallacy of a speech act; these utterances are typical for the situations in which the motive to perform an action is presupposed, as in the example of military orders.

In indirect speech acts the causation is usually implicit and is motivated by the context:

He was to start for Monte Carlo next morning, and after dinner, when Mrs Garnet and her elder daughter had left them, Henry took the opportunity to give his son some good advice.

'I don't feel quite comfortable about letting you go off to a place like Monte Carlo at your age practically by yourself,' he finished, 'but there it is and I can only hope you'll be sensible. I don't want to play the heavy father, but there are three things especially that I want to warn you against: one is gambling, don't gamble; the second is money, don't lend anyone money; and the third is women, don't have anything to do with women. If you don't do any of those three things you can't come to much harm, so remember them well.'

'All right, father,' Nicky smiled. (S. Maugham)

The analysis of indirect illocutive statements proved the importance of the evaluation of the situation – positive or negative – in creating some varieties of motivation such as requests, advice, demands. For example:

"Under the circumstances I thought it's better that we should keep ourselves to ourselves." (S. Maugham).

The evaluation of the situation can be either positive:

*'You ought to have a talk with him, Chaplin,' said Nelson. 'You know him **better** than anyone else does.'* (S. Maugham)

or negative:

“‘It’s a very *indecent* costume,’ said Mrs Davidson.” (S. Maugham)

According to J. Searle, the main difference between an evaluation and description is in the illocutive force of a speech act: “The underlying reason for these differences is that evaluative statements perform a completely different job from descriptive statements. Their job is not to describe any features of the world but to express the speaker's emotions, to express his attitudes, to praise or condemn, to laud or insult, to commend, to recommend, to advise, and so forth”. [3, 53].

The mode of an evaluation expressed in one of these varieties depends on the characteristics of communicative situation: the participants and character of their relationships as well as the attitude towards the action caused. These factors affect the component structure of illocutive utterance meaning in determining the specific features of each of its varieties. So, evaluation can be regarded the basis for the varieties of imperative meaning formation; it is an integral part of such semantic meaning as accusation, reproof, threat, temptation, incitement:

“‘Hullo, Mac; up at last? I don’t know how you can waste the best part of the day in bed. You ought to have been up before dawn like me. Lazy beggar.’” (S. Maugham)

“‘I can’t stand it. I can’t live here any more. If you make me stay here I shall die. I want to go home.’” (S. Maugham)

“‘She’s all alone here, and it seems rather unkind to ignore her.’” (S. Maugham).

There are speech situations in which expressing evaluation is not enough to create the motivation for an action to be performed. In this case, the speaker involves other means of causation. One of them is warning. Warning can be regarded as a statement about a possible danger that exists because of the behaviour or omission of the hearer; the main point of warning is prevention of negative consequences of such a behaviour or omission of the hearer:

‘If you’ll take my advice you’ll get a needle and cotton and start right in to mend the mosquito net,’ she said, ‘or you’ll not be able to get a wink of sleep tonight.’ (S. Maugham)

In order to create a strong motivation, the speaker can use threats. In contrast to warnings, which serve to inform about existing danger, threats are statements of the speaker's intention to inflict damage or other hostile action in case the hearer doesn't change his negative behavior:

'Good morning,' she called. 'Is Mr Davidson better this morning?'

They passed her in silence, with their noses in the air, as if she did not exist. They flushed, however, when she burst into a shout of derisive laughter. Mrs Davidson turned on her suddenly.

'How dare you speak to me,' she screamed. 'If you insult me I shall have you turned out of here!' (S. Maugham).

'Let me just tell you once for all and you can pass it on to the others,' he said, panting with rage. 'If any of you fellows come messing round with my wife he'd better look out.' (S. Maugham)

Causation to perform an action can be also expressed by the utterances which inform about negative or positive consequences of certain behavior or event. They are to engage the hearer into something and in that way to enforce the illocution of a speech act:

"'Well, if we want to get back for dinner we'd better be getting. I'll take you along in my machine if you like.'

I thanked him and got up. He shook hands with the others, went out of the room, massive and strong in his walk, and climbed into his car." (S. Maugham)

'I thought maybe you wouldn't mind asking him. I swear to God I won't start anything here if he'll just only let me stay. I won't go out of the house if that'll suit him. It's no more'n a fortnight.'

'I'll ask him.'

(S. Maugham)

"Dr Macphail, you'd better go down to the wharf and see that your heavy luggage has been put in a dry place. You know what these natives are, they're quite capable of storing it where the rain will beat in on it all the time.'

The doctor put on his waterproof again and went downstairs.”

(S. Maugham)

Therefore, motivation plays an important role in the formation of an illocutive meaning of indirect utterances. The speaker can enforce the informativeness of a sentence with an additional statement which is significant for a hearer as a possible action performer. Evaluating the reality either positively or negatively, the speaker is more persuasive in causing the action that is supposed to be performed by the hearer. The background knowledge helps the hearer to interpret the speaker's communicative point adequately.

Література

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УДОСКОНАЛЕННЯ МОВНОЇ ПІДГОТОВКИ СТУДЕНТІВ-ЮРИСТІВ

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Реформування професійної сфери діяльності в умовах мобільного і конкурентного ринку інтелектуальної праці висувають високі вимоги щодо безперервної освітньої та професійної підготовки фахівців [1, с. 5].

Юристи повинні гідно і професійно конкурувати на міжнародному ринку праці, швидко адаптуватися у своїй професії, сприяючи розвитку та престижу своєї країни. За сучасних умов викладання іноземних мов здійснюється успішно тільки у межах єдиної системи безперервної мовної освіти, що включає в себе довузівську (ліцей, коледж), вузівську, пост-вузівську мовну підготовку фахівців (аспірантура) та навчальні курси для вдосконалення фахової мовної підготовки студентів. Подібні навчальні курси, на яких проводять заняття викладачі кафедри, забезпечують не тільки корегування знань, умінь та навичок усіх видів мовної діяльності, але й активізують подальшу успішну роботу над іноземною мовою.