

Washington Post” и “The New York Times” 2000 – 2020 гг. Устанавливается, что концептуальная метонимия ЦЕЛОЕ вместо ЧАСТИ может служить когнитивной основой для создания эвфемизмов, и в результате такой метонимической концептуализации негативные факты представляются широкими, относительно позитивными или нейтральными понятиями. Описывается ассоциативное восприятие изучаемых эвфемистических единиц реципиентами и обнаружено, что эвфемизмы, основанные на концептуальной метонимии ЦЕЛОЕ вместо ЧАСТИ, вуалируют негативные факты не фокусируя на них внимание, заставляя реципиента самопроизвольно пропустить негативный факт. Определено, что исследуемые эвфемизмы могут влиять на когницию реципиента, именно благодаря включению негативного факта к более широкому позитивному или нейтральному концепту, в результате чего возникнет позитивная или нейтральная реакция реципиента на негативное политическое явление.

Ключевые слова: эвфемизм, концептуальная метонимия, политический дискурс, когнитивный механизм, ассоциативное восприятие.

Nebeliuk Lesia. Conceptual Metonymy in the basis of Euphemisms in the English Language American Political Discourse. The article deals with the analysis of euphemisms in the English language American political discourse based on conceptual metonymy. Though the phenomenon of euphemisation has been widely studied, the linguo-cognitive characteristics of euphemisms in the English language American political discourse and their influence on the recipients have not been established yet. The aim of the article is to analyze euphemisms in the English language American political discourse based on the conceptual metonymy. Some political euphemisms are not immediately recognized in the political discourse by the recipients, whereas the euphemistic potential remains quite strong. The author claims that the conceptual metonymy can be one of the cognitive mechanisms of creating hidden senses of the euphemisms and make these euphemisms unnoticeable in the discourse. The author provides lexical-semantic components from the addressee’s spheres of knowledge that contribute to ameliorated, positive perception of the nominations, and applies the theory of conceptual metonymy to the euphemisms under study. The study of linguo-cognitive characteristics of euphemisms in the English language American political discourse applying the conceptual metonymy theory allows tracing the conceptual metonymy WHOLE as PART in the basis of such euphemisms: *alternative, strategic, affordable, progressive, radical, rational, informal, adjustment, procedure, action*. The euphemisms under study were selected from the political texts of “The Washington Post” and “The New York Times” 2000-2020. It was established that the conceptual metonymy may serve as a cognitive basis for the euphemisms under study. As a result of such metonymic conceptualization, negative facts are represented by some much wider but positive or neutral concepts. The author also describes the associative perception of the euphemisms under study. The analysis shows that euphemisms based on the conceptual metonymy WHOLE as PART make the recipients skip negative facts by not focusing on them. The euphemisms listed above are able to influence the recipient’s cognition due to the inclusion of the negative fact to a wider more positive or neutral concept. The result is a positive or neutral recipient’s reaction.

Key words: euphemism, conceptual metonymy, political discourse, cognitive mechanism, associative perception.

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INCLUSIVE EDUCATION FOR PUPILS WITH AUTISTIC SPECTRUM DISORDERS

In this article attention is paid to psychological adaptation of children with autistic spectrum disorder in the learning process. The appropriate strategies of teaching English as a foreign language to students with ASD that will supply their psychological adaptation in mainstream secondary schools are highlighted. The concept of inclusion is revealed and the basic principles of inclusive education are emphasized. Methods of learning words, sounds and letters in foreign language lessons by children with autism are considered.

A person with autism generally has difficulty in language learning, obtaining communication, social, and cognitive skills. Due to these challenges, children with autism learn better from visual aids, imitation and structured surroundings that fit their sense perception and routines. They have to deal with the consequences of negative attitude towards people with disabilities in general. Nevertheless, some families, despite having children with severe ASDs, have still managed successful psychological adaptation. It is recognized that children in such conditions better adapt to the environment, develop social skills, and feel more independent and socialized.

Parents and the professionals agree that every child with an autism spectrum disorder is unique and it takes lots of hard work to help a child with autism get the most out of the classroom experience. It also takes, a good dose of structure and understanding that each child has different needs as well as styles of learning.

Interaction with other children will help to obtain out of the classroom experience through games, which allow some children with autism to accept a social interaction. A structured environment can make the child feel secure and more open to learning. The main forms of interactive work are educational interaction of students in pairs and micro groups. Groups study

learning material and develop interpersonal skills. The visual aids combined with demonstrations of different activities can help a child improve their language skills.

The effectiveness of these exercises depends on the extent to which the following conditions are met: systematic conduct; their distribution in order of increasing complexity; alternation and diversity of exercises.

Key words: autism, special educational needs, psychological adaptation, ways of teaching, inclusion.

Introduction. In the last few decades the recognition of students with special needs has been increasing significantly that presupposes the necessity of their better understanding. The problems of socialization as well as supportive school programs for launching a process of their adjustment and self-evaluation are in the scope of sociological, psychological, methodological, and pedagogical studies nowadays.

In particular, this issue was considered in the writings of many scholars and methodologists such as K. Colihan [1] and F. O'Callaghan [4, p. 263–265], who paid attention to the study of the concept of autism, its types and features. The concepts, strategies, methods of inclusion and inclusive education are covered in the works of M. J. Meynert [2], A. Warber [7] and others.

The aim of the current study is to examine ways of teaching English as a foreign language to pupils with Autistic Spectrum Disorder (ASD) that will supply their psychological adaptation in mainstream secondary schools. The main tasks are:

- to consider the experience, attitudes and knowledge in relation to inclusive education for pupils with autistic spectrum disorders (ASDs);
- to summarize the strategies of teaching pupils with autism;
- to analyze forms and types of correctional and developmental work in foreign language lessons through inclusion.

Research methods and techniques. To solve the tasks mentioned above the following methods were used: analysis, synthesis, descriptive and deductive methods.

Results and discussions. International human rights standards are based on the idea of participation of every person in public life on the basis of equality and without discrimination (UN, 1993). The spread of inclusive education in Ukraine for children with physical and / or mental disabilities is not only a reflection of the times, but also another step towards ensuring the full realization of the rights of children with special needs to quality education [6]. The acknowledgment of students with special needs has been expanding in Ukraine lately and better understanding of their learning challenges as well as steady school programs are direly required. Both schools and teachers in Ukraine have very constrained readiness in either educating abilities or material advancement to meet the special needs of such pupils.

It cannot be denied that education plays an important role in the life of every individual; therefore, equality and equity in education need to be strengthened and supported to confirm the necessity of giving care and attention to all children without exception. Basic education is the right of every individual.

In Soviet Ukraine, children with inabilities were taught in special schools or in some establishments of combined sort – kindergartens, and boarding schools. Nowadays in Canada, the USA and European countries there is an impressive experience in involving children with special educational needs to study within the closest state schools, which is also broadly implemented in Ukraine.

Inclusion can be described as the practice of including students with disabilities alongside with other students in a regular classroom. It can also be described as including students of different backgrounds and abilities to study together. Theoretically, inclusion is related to philosophical decision that emphasizes 'the importance of bringing together diverse students, families, educators and community members', in the purpose of establishing supportive learning atmosphere that helps every individual student get the feeling of respect, acceptance and the sense of belonging [2]. It is recognized that children in such conditions better adapt to the environment, develop their social skills, and feel more independent and important in society.

Basic principles of inclusive education are as follows:

- all children should study together whenever possible, despite certain difficulties or differences;

- schools should recognize and take into account the diverse needs of their students, coordinating different types and rates of learning;
- ensuring quality education for all through responsible teaching, application of organizational measures, development of teaching strategies, use of resources and partnerships with their communities;
- children with special educational needs should receive additional assistance that they may need to ensure the success of the learning process[3].

The word *Autism* comes from the Greek word “*autos*” meaning *self*, because of extreme aloneness associated with this disorder. *Autistic Spectrum Disorder (ASD)* refers to a complicated disorder of brain development [4, p. 263–265]. *Autism* and *Autism Spectrum Disorders (ASDs)* are among the most enigmatic and restricting disorders, that affect individual's reciprocal social interaction, verbal and non-verbal communication, flexibility in their selection of interests and behaviours.

From a sociological perspective, people who experience disability undergo stress, cope with life transitions, value changes, and experience disability issues across their life spans. Their way of life has to deal with the consequences of negative attitude towards people with disabilities, and the main task of professionals who work with them is to assist with adjusting into the society. Nevertheless, some families, despite having children with severe ASD, have still managed successful psychological adaptation.

A person with autism generally has difficulty in language learning, obtaining communication, social, and cognitive skills. Due to these challenges, children with autism learn better from visual aids, imitation and structured surroundings that fit their sense perception and routines. The visual aids combined with demonstrations of different activities can help a child improve their language skills.

Interaction with other children can be encouraged through games, which allow some children with autism to accept a social interaction. A structured environment can make a child feel secure and more open to learning. The structure also prevents anxiety from exposure to any sensory triggers or confusion. Autism experts have developed a number of educational therapy and teaching methods that consider the unique needs of children with autism [7].

The main forms of interactive work are educational interaction of students in pairs and microgroups. Groups study learning material and develop interpersonal skills. It is quite advisable to use games in foreign language lessons, such as «Catch the sound» game. The game is aimed at mastering sound-letter analysis and synthesis, establishing the correct relationships between sounds and letters. Students pick up the appropriate letter that identifies the sound in the word in the picture.

The number of children diagnosed with autism is increasing, therefore knowledge of methods and strategies of their teaching is extremely important. These strategies can be implemented both in a classroom and at home. The following ones are:

- create an environment that is not over stimulating. The child will do better if there is no loud music playing in the background, as it distracts a child with autism from concentrating.
- create a structured environment with predictable routines. This is where the picture schedule so often used in classrooms comes into play. The daily routine should be the same from day to day, only differing for special occasions. At such times, an appropriate picture representing that event should be placed on the child's schedule.
- give fewer choices. If a child is asked to pick a color, only give him two or three choices to pick from. The more choices, the more confused a child with autism may become.
- select repetitive motions when working on projects. Most autistic classrooms have an area for workbox tasks, such as putting erasers on pencils or sorting colors into colored cups.
- keep voice low and clear when teaching. Children with autism become agitated and confused if a speaking voice is too loud. Excess talking between staff members should be kept to a minimum.
- limit physical contact. While this is a good strategy for all children, children with autism may not properly interpret body language and touch, so minimal body physical contact is better.
- allow students to stand instead of sit around a table for a class demonstration or for morning or evening meeting. Many children do better when allowed to stand. Many rock back and forth and this allows them to repeat those movements while still listening to teacher instruction.

–encourage and promote one to one interactions with students to promote social skills. Since children with autism have a problem with social skills and appropriates social behavior this is very important. Opportunities for social interaction might have to be structured at first, but with practice, they will start to understand social interactions.

–eliminate stress. Again, the child with autism needs to learn in a calm and quiet classroom. If staff members are experiencing too much stress, leave the classroom until you feel better. Children with autism can pick up emotions very easily.

–for visual learners, be sure to use signs and pictures. This is the beginning of communication skills for these children. These ten suggestions should help in educating a child with autism with less stress and in a more focused environment taking into account their limitations [5].

Parents and professionals all agree that it takes lots of hard work to help a child with autism get the most out of the classroom experience. It also takes, they say, a good dose of structure and understanding that every child with an autism spectrum disorder is unique. That means each child has different needs as well as styles of learning [1].

When learning a foreign language, students are faced with the need to learn new concepts, terms of generalizing nature. If these concepts are introduced by a simple verbal explanation of their meaning, then such assimilation will not promote development and correction. For children with autism, the study of the general term should take place in several stages. Various objects, which are representatives of one class or their image, are considered. The description and analysis of each of them are carried out. Objects are compared with each other, common and different features are distinguished. Attention is drawn to the common essential features of objects and it is reported that it is on the basis of these features that objects belong to the same class. A new generalizing term is introduced (“Let’s call all objects in one word”).

Other objects that are representatives of this and other classes are considered. Students determine whether an object belongs to the class under study or not. Each answer is substantiated using the selected essential features. Students are once again asked to name a group of objects in one word. It should be mentioned that the same object can have different names (specific species or generalizing generic) depending on the context. The connections of the notion under study with other concepts are demonstrated. For example, a selected class of subjects may belong to a broader group and be divided into subgroups. It is suggested to make a sentence with a new word, to name other representatives of the class, which have not been considered in the lesson yet.

It is necessary to teach children not only to answer questions, but also to ask them, to carry out the analysis of conditions of the task, to plan and control sequence of its performance, to correlate results with a sample. To do this, children learn to use a ready-made action plan, give a verbal report after completing the work, and explain why the task is done this way and not otherwise. Then the verbal report from the end of the work is transferred to its beginning.

When studying the topic “Sounds and letters” the teacher should pay attention to the purpose of individual speech games, which, firstly, are aimed at deepening knowledge about a word as an element of speech; secondly, mastering sound-letter analysis and synthesis, establishing the correct relationships between sounds and letters; thirdly – to correct persistent specific errors.

In order to form the communication skills of students with autism, we have identified the main directions, forms and types of correctional and developmental work in foreign language lessons:

1. Phonetic-phonemic system. Correction of sound pronunciation, development of phonemic processes.
2. Lexical system. Enrichment of vocabulary, clarification of the meaning of words.
3. Grammar system. Formation of sentence structure, word change system, correction of word formation system.
4. Coherent speech. Development of dialogic, formation of monologue speech; formation of internal programming of coherent expression.
5. Development of reading skills. Development of visual-spatial analysis and synthesis, formation of analysis and sentence synthesis.

The main task of corrective work is to teach children with special educational needs to express their thoughts lexically, grammatically and phonetically correct.

It is in foreign language lessons that there are all opportunities to work on the development of coherent speech in the following areas: enrichment of the passive and activation of the child's active vocabulary; training in the gradual compilation of translation (in the first stages of a series of drawings, on the questions asked, then – on the plan submitted by the teacher, on a collective plan); for more able students – on a complex plan; learning to compose their own story (in the early stages with the help of a teacher, and as a result – independently); learning poems, riddles, and songs.

The effectiveness of these exercises depends on the extent to which the following conditions are met: systematic conduct; their distribution in order of increasing complexity; alternation and diversity of exercises.

Conclusion. We can say that this study has attempted to introduce autism with particular characteristics along with suggestions for the teachers and parents who deal with students affected by ASDs. The survey showed that the disorder is not restricted to the behavior, but language impairment as well. The fact is that, although autism characteristic may never be eliminated completely, parents and especially teachers should be informed that it has advantages as well. Using diverse methodology, they can exploit the child's extra ability in memorizing pictures, figures and develop it in a desirable manner. This way children with autism may become excellent speakers of second language by training.

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Семенюк Антоніна, Єзерська Ірина. Інклюзивна освіта дітей з розладами аутичного спектру. У статті досліджено стратегії викладання англійської мови як іноземної учням із розладом аутичного спектра (РАС), що забезпечить їх психологічну адаптацію. Увагу приділено впровадженню інклюзивної освіти в Україні з урахуванням Загальноєвропейських рекомендацій з мовної освіти, що привело до пошуку нових шляхів і методів навчання іноземної мови дітей із психофізичними розладами.

Окреслено причини, які зумовлюють потребу в дослідженні способів і методів викладання англійської мови як іноземної учням із РАС, що забезпечить їх адаптацію в інклюзивному класі та соціалізацію в суспільстві. У Радянській Україні дітей з обмеженими можливостями навчали ув спеціальних школах, але сьогодні в Канаді, США та європейських країнах наявний вражаючий досвід залучення дітей з особливими освітніми потребами до навчання в найближчих державних школах. Оскільки цей підхід набуває розповсюдження в Україні, нагальним є пошук шляхів забезпечення належного рівня освіти всіх дітей без винятку.

Людина з аутизмом, зазвичай, відчуває труднощі в оволодінні мовою, у спілкуванні, опануванні соціальних та когнітивних навичок, тому діти з аутизмом краще вчать за допомогою наочності, імітації та впорядкованого середовища, що враховує їхню сенсорну чутливість. Крім того, їм доводиться боротися з наслідками негативного ставлення до людей з інвалідністю загалом. Батьки й професіонали одностайні в думці, що кожна дитина з розладом аутичного спектра є унікальною, потрібно багато напруженої роботи, щоб допомогти їй, адже вона має різні потреби та піддається певному стилю навчання.

Взаємодія з іншими дітьми за допомогою ігор допоможе отримати досвід спілкування поза класом. Упорядковане середовище може дати дитині відчуття захищеності й зробити її відкритою до навчання. Основною формою інтерактивної роботи є навчальна взаємодія учнів у парах та мікрогрупах. Групи оволодівають навчальним матеріалом та формують міжособистісні навички.

Ефективність цих вправ залежить від того, наскільки виконуються такі умови: системність; їх розподіл у порядку збільшення складності; чергування та різноманітність вправ.

Ключові слова: аутизм, особливі освітні потреби, психологічна адаптація, способи навчання, інклюзія.

Семенюк Антонина, Езерская Ирина. Инклюзивное образование детей с расстройствами аутистического спектра. В статье исследуются стратегии преподавания английского языка как иностранного ученикам с расстройством аутистического спектра (РАС), что обеспечит их психологическую адаптацию. Внимание

уделяється внедренню інклюзивного образования в Україні з урахуванням Общоевропейських рекомендацій мовного образования, що привело до пошуку нових шляхів і методів навчання іноземній мові дітей з психофізичними розладами.

Визначаються причини, що обумовлюють необхідність дослідження способів і методів викладання англійської мови як іноземної дітям з РАС, що забезпечить їх адаптацію в інклюзивному класі і соціалізацію в суспільстві. В Радянській Україні дітей з обмеженими можливостями навчали в спеціалізованих школах, але сьогодні в Канаді, США і європейських країнах є досвід залучення дітей з особливими освітніми потребами до навчання в найближчих державних школах. Оскільки цей підхід отримує широке поширення в Україні, актуальним є пошук шляхів забезпечення належного рівня освіти всіх дітей без виключення.

Людина з аутизмом, як правило, відчуває труднощі в спілкуванні, в оволодінні мовою, соціальними і когнітивними навичками, тому діти з аутизмом краще навчаються за допомогою наочності, імітації і в упорядкованій середі для навчання, що враховує їх сенсорну чутливість. Крім того, їм доводиться боротися з наслідками негативного ставлення до людей з інвалідністю в цілому. Родители і фахівці сходяться на думку, що кожен дитина з розладом аутистичного спектра є унікальним, потрібно багато терпіння і роботи, щоб допомогти дитині з аутизмом, адже кожен має різні потреби і потребує певного стилю навчання.

Взаємодія з іншими дітьми за допомогою ігор допоможе отримати досвід поза класом. Упорядкована середі сприяє розвитку у дитини почуття захищеності і відкритості до навчання. Основною формою інтерактивної роботи є навчальна взаємодія учнів у парах і мікрогрупах. Групи вивчають навчальний матеріал і формують міжособистісні навички.

Ефективність цих вправ залежить від того, наскільки виконуються наступні умови: системність; їх розподіл за збільшення складності; чергування і різноманітність вправ.

Ключові слова: аутизм, особливі освітні потреби, психологічна адаптація, способи навчання, інклюзія.

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ВЕРБАЛІЗАТОРИ КОНЦЕПТУ «VALUES» В АМЕРИКАНСЬКІЙ ЛІНГВОКУЛЬТУРІ (НА МАТЕРІАЛІ МАСМЕДІЙНИХ ТЕКСТІВ)

У статті досліджено американську лінгвокультурну систему цінностей через концепт ЦІННОСТІ / VALUES. Ключові цінності поділяємо на такі основні групи: вітальні цінності, соціальні, політичні, моральні, релігійні й ідеологічні, художньо-естетичні, родинні, трудові. Створено номінативне поле концепту VALUES на основі мовних засобів, які його репрезентують. Структура номінативного поля концепту представлена у вигляді ядра та периферії, до яких входять значення певної лексики, представлене гіперсемою/гіперсемами – семантичним компонентом вищого порядку, що організовує навколо себе розгортання семантичного поля. Для встановлення ядра номінативного поля концепту VALUES в американському масмедійному дискурсі були опрацьовані дефініції ключової лексики, а також пов'язаних із нею лексем у словниках та тезаурусах. Шляхом аналізу лексикографічних джерел встановлено синонімічне розширення ключової лексики та одиниць, пов'язаних з нею. Виокремлено низку соціокультурних цінностей американського суспільства, зокрема *personal control over the environment; change; time and its control; equality / egalitarianism; individualism; privacy; individual achievement (status, success); self-reliance / independence; competition; future orientation; action / work orientation; informality; directness / openness / honesty; patriotism* тощо. Здійснено аналіз частотності вживання ключових лексем та їх синонімічних розширень. Встановлено, що до ядра концепту VALUES належить складник *Action / Work orientation*. До навколоядерної зони входять: *Equality / Egalitarianism, Time and its control, Change, Individual achievement (status, success), Materialism / Acquisitiveness (possessiveness), consume(rs), customer(s), goods, services, Privacy, Value(s)* тощо. Складовими периферії концепту VALUES є: *Practicality, Individualism, Competition, Personal control over the environment, Future orientation, Directness / openness / honesty (sincerity, sobriety, straightforward, frankness, earnest, etc.), American liberalism and capitalism, Informality* тощо.

Ключові слова: система цінностей, номінативне поле, вербалізатори концепту, ядерна зона, навколоядерна зона, периферійна зона.