



NORTH UNIVERSITY CENTRE OF BAIU MARE
FACULTY OF LETTERS

ADVANCED TRENDS OF THE MODERN DEVELOPMENT OF PHILOLOGY IN EUROPEAN COUNTRIES

COLLECTIVE MONOGRAPH



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**ADVANCED TRENDS
OF THE MODERN DEVELOPMENT OF PHILOLOGY
IN EUROPEAN COUNTRIES**

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COMPLIMENTS AS A SPECIFIC METHODOLOGICAL APPROACH OF OPTIMIZING THE PROCESS OF TEACHING FOREIGN LANGUAGES

Morozova I. B., Abramova Ie. Yu.

INTRODUCTION

The foreign language proficiency is one of the most important requirements for adequate speech communication between people of different nationalities. Therefore, a process of teaching foreign languages in higher educational institutions must meet the requirements of today. The world becomes different due to the process of globalization, economic, political and cultural integration and unification, covering all aspects of human life. Each English-speaking nation makes its own changes in the traditional English language, including pronunciation, word formation, meaning and use of vocabulary, as well as cultural characteristics of the lifestyle. Nowadays computerized modern society faces rapid growth of people's interest in learning foreign languages. Alongside with technological and scientific progress and cultural development we witness optimization of the educational system in all spheres of human activities.

The key question of today consists in finding new methodological approaches of mastering foreign languages in general, and English, in particular. Our goal we see in bringing the foreign language closer to the students trying to develop speech skills of understanding and producing utterances in accordance with the norms of the given language.

In recent years, there has been observed a significant increase in interest in the process of the interpersonal interaction in the foreign language in the aspect of achieving communicative effectiveness. Understanding the problems of teaching a foreign language as developing, first of all, speech skills with the students, encourages us to turn to the experience of using a compliment as a means of optimization the current speech communication in the foreign language. This article is devoted to the issues of the effective and fruitful use of compliments in the process of teaching English for the purpose of stimulating acquisition of a foreign language.

*There's more hunger for love and appreciation
in this world than for bread.
Mother Teresa*

1. The functional role of compliment in the educational process

The undertaken previous study of the *compliment* as a specific speech phenomenon results in understanding it as a statement containing a comment concerning any positive event, characteristics, achievements referring to the addressee and regarded both, by the transmitter of the message, and its recipient, positively¹. Compliments as forms of speech take on a much wider use and become an integral element of any natural dialogue. Complimentary statements are known to be a figurative means of "oiling" the so called "*social wheels*" of any verbal communication and, thus, serve as "*social lubricant*"².

The *object* of study is complimentary teacher's remarks aimed at the general harmonization of academic atmosphere and raising the student's self-esteem at the lesson. The *subject* of the investigation is communicative contents and pragmatic orientation of the compliment as a specific speech utterance.

Since, the purpose of this work is to reveal a functional role of the compliment in the aspect of increasing self-evaluation and self-respect of the student in the process of studying a foreign language. After Ruskin J. "*Education... is a painful, continual, and difficult work; to be done by kindness, by watching, by warning, by precept, and by praise*"³. We believe, that compliments used by the teacher of a foreign language serve as an effective instrument for encouraging his/her students to show better results in the language acquisition. On the other hand, the aptly used compliments develop the students' skills of paying compliments themselves and thus understanding psychology of the nation of the foreign language studied. Our work focuses on teaching English as a foreign language and, hence, much attention is paid to the typical ways of using compliments as they are understood by Anglo-Saxons.

In the process of work the following issues were considered:

¹ Abramova Ie. Yu. Grammatical organization and communicative essence of the compliment in the English literary dialogue: thesis for a candidate degree in philology: 10.02.04. Odesa, 2015. P. 187.

² Wolfson, N. An empirically based analysis of complimenting behavior in American English. Rowley, MA. 1983. P. 82-95.

³ Ruskin J. The Crown of Wild Olive. URL: <http://www.gutenberg.org/files/26716/26716-h/26716-h.htm>.

1) characterizing sincerity of the compliment paid to the addressee and differentiating it from flattery, or undeserved praise;

2) determining forth-moving and retarding forces of a compliment in the education process;

3) concretizing peculiarities of the students' understanding a compliment according to their individual and psychological characteristics.

For evaluation the obtained results we have applied a didactic psycholinguistic experiment orientated at using compliments in the process of teaching English.

Conceptually, the work is based on the platform of motivated learning suggested by the American researcher C. Dweck in her work "Mindset: The New Psychology of Success"⁴, as well as on the works of the Ukrainian methodologists O.I. Nazarenko, O.N. Parsyak, Ya.S. Grishchenko and others.

In our opinion, one of the current trends in methodological research aimed at optimization of teaching a foreign language is to find verbal ways of harmonization of the academic atmosphere at the lesson.

The *topicality* of the problem considered is important in modern methodology, because of the evident gap between theoretical goals of the teacher and their practical implementation in the process of education. The communicative approach practiced by the majority of teachers of the foreign languages presupposes developing speech skills with their students, their natural verbal behaviour in the language studied and ability to strike communication on different levels with the native speakers. However, the enumerated tasks are often blocked by the psychological confusion of the students, who are afraid of making mistakes in the foreign language and figuratively feel "out of plate" at the lessons of the foreign language. On the other hand, authenticity of their speech skills presupposes not only purely lingual knowledge of constructing sentences and generating utterances in the foreign language (in our case English), but also mastering the speech etiquette used by the native speakers.

Thus, developing speech habits in English is an important, but a very difficult task for both students and teachers. The growing role of English as a means of international communication makes it necessary to provide students of the secondary schools and colleges with sufficient knowledge of the speech etiquette for them to be able to express their ideas in this

⁴Dweck C. S. Mindset: The New Psychology of Success. New York, 2006. 303 p.

language. Their ability to speak English fluently opens opportunities for their professional growth, working abroad, associating with business partners and etc. Hence, it is clear that developing the students' speaking skills in English and teaching them effective ways of optimization of their monological and dialogical speech are fundamental in the process of acquisition English as a foreign language.

Despite great attention paid to this problem in our country (O. I. Nazarenko, "Multimedia presentation as an effective means of integrating four language skills in teaching English for professional communication"; O.N. Parsyak "Presentation as a means of forming professional interest in learning a foreign language" V.V. Zaborovskiy, I.G. Merzlikina, "From the history of methods teaching foreign languages"), we must point out, that this question has not yet received comprehensive coverage in the special literature for the present moment and still requires consideration and further additional investigation.

2. Psychological comfort of speech interaction

Lack of the due attention to bringing the national culture of communication close to students in the practice of teaching English leads us, on the one hand, to errors that interfere in the process of speech interaction and misunderstanding in mutual information exchange, and, on the other hand, to a significant decrease of the teacher's influence and his/her upper-hand authority.

It is generally known that speech communication is impossible without a direct contact between the interlocutors, which follows not only from the informative content of the speech utterances, but also from the subjective speakers' relations to each other. Striking a natural conversation as well as keeping the ball rolling presupposes the speaker's ability to gain over the interlocutor's sympathies by means of using certain formulas of politeness and compliment statements that grant a psychological comfort of the given speech interaction and harmonize the atmosphere of their communicative cooperation in general.

Here compliments function as the encouraging remarks that show personal interest of the interlocutors in the subject of their discussion, their sympathy with each other as personalities, or their mutual respect, etc. The above mentioned verbal activities, as we see them, can be provided for by the apt use of complimentary remarks in the process of conversation.

In this paper, we concentrate on the aspects of compassionate communication together with the functional role of a winning compliment, as well as its pragmatic correctness, relevance and logic of positive statements.

While considering the process of teaching effective communication between a teacher and a student, from the point of view of developing a culture of verbal interaction, a whole series of questions arise that cannot be solved within the framework of one article. Consequently, we find it necessary to dwell in detail on the problem of selecting the typical complimentary remarks to be used widely in class for the purpose of teaching English as a foreign language. The classroom compliments applied during the didactic psycholinguistic experiment are taken from those generally chosen by the native teachers in different educational establishments.

This work can be used by teachers and students of language colleges and universities as a reference material for the course of methodology of teaching foreign languages. This research can also be useful for writing manuals in different aspects of linguistics to help a language instructor in any type of educational institution.

The anthropocentricity of modern linguistic studies necessitates involvement of a new integrated approach to the study of linguistic phenomena for the purpose of teaching English. In this regard, it seems appropriate to apply data from anthropology, psychology, sociology, cultural studies and a series of other related sciences for a more complete and accurate study of the complimentary statements that perform a number of functions in the process of communication aimed at harmonizing human relations. Obviously, any type of dialogical interchange takes place under the influence of the cultural settings of society.

In other words, language units, correlated with human thinking, bear the imprint of cultural ideas of the language users. In its direct or indirect form, culture is known to be created in the process of people's activity and their society development. Language generates a system of language signs serving for human speech communication, which is understandable and traditional for a certain period of time for the national mentality.

Effective speech communication comprises not only the right choice of appropriate strategies and tactics of the interpersonal interaction, but also the search for universal speech units that contribute to the harmonization of the interpersonal relations and, ultimately, optimize the entire process of the human speech interaction. Such units traditionally include statements

expressing agreement/disagreement, greetings, apologies, and other formulas of politeness, including compliments. The latter combine characteristics of speech-ethical clichéd expressions and speech units of a creative nature, aimed at expressing approval and optimizing a pleasant atmosphere of the conversation. Let's consider functioning of the compliments in the process of verbal communication between teachers and students.

It is well known that the distinctive feature of teaching a foreign language is communicative competence. It enables students to regulate their speech behavior in accordance with the models existing in the community of the language studied. At the same time, being a result of the mass and unregulated process, the ability considered does not always let the speaker reach the planned communicative result at its best in every communicative act. In other words, sometimes a speaker fails in his/her verbal impact on the listener. Hence, the speech influence itself can be defined as a symbolic process in which communicators (transmitters of certain ideas, views) try to persuade other people to change their attitude or behavior concerning the definite issues by means of conveying messages under the conditions of free choice⁵.

The given below picture illustrates the process of foreign language teaching as it is viewed by the authors of this work (see figure 1).

⁵ Perloff, Richard M. The dynamics of persuasion: communication and attitudes in the 21st century. URL: <http://staff.uny.ac.id/sites/default/files/pendidikan/dwi-budiyanto-spd-mhum/e-book-dinamic-persuasive.pdf>

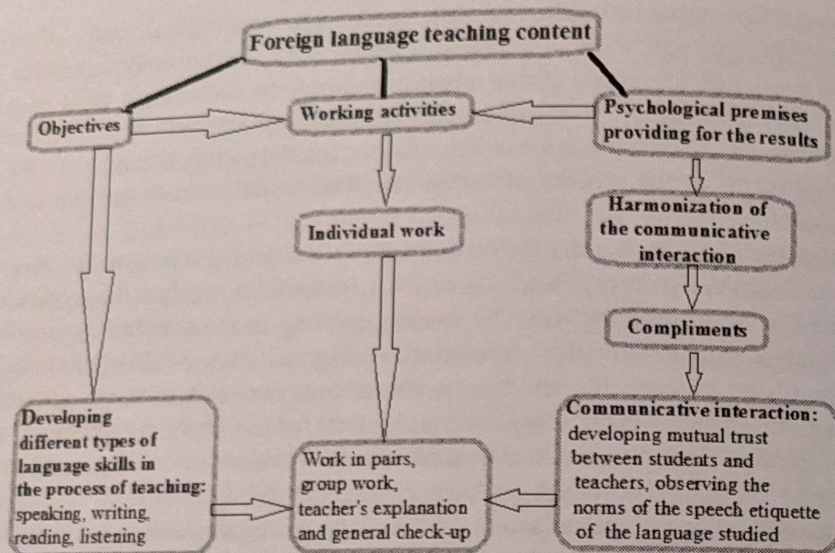


Fig. 1. The process of foreign language acquisition

As shown above, the educational content of the lesson is aimed at creating foreign communicative competence with the students in all aspects of this phenomenon. Here we mean that the paramount objective of teaching English comprises a multi-lateral unity of developing skills in speech activity, socio-cultural grounding, adequate verbal and non-verbal reaction to professional and everyday speech situations together with the general habits of communication within the norms of the speech etiquette of the language studied.

We believe, that these objectives are realised in the increased working activities of the students and formed on the psychological premises of the harmonised communicative relations between the teacher and his/her group as well as the inner relations within the students of the given group. We shall argue that developing the mutual trust between students and teachers is optimised by the proper use of individual compliments paid to the students by the teachers in the process of education.

To achieve a planned pragmatic result, the speaker should be able to use expressive and emotional means adequately. To such instruments of communicative regulation of the process of communication we refer

compliments used on the basis of the speaker's *cognitive* experience and his/her knowledge of the interlocutor's personality.

The recent investigations in the field of practical appliance of compliments used for optimization any sphere of human communication convincingly show that complimenting one's interlocutor is always appreciated by the listening audience. The researchers even suggest a set of phrases to be used to encourage the speaker, to dwell upon certain items of his/her report. It breaks the ice of misunderstanding and natural confusion of the interlocutors and shows keen interest in the subject discussed. Among the recommended clichés psychologists suggest the following remarks: "we are all pleased with your topic for Saturday's lecture", "your comments the other evening were exactly what I needed to hear", "your discussion / presentation / report was the highlight of the conference", "I appreciate the speech you gave yesterday / the information you share with us ...", etc⁶.

In her speech M. Alnemri claims, that a simple compliment may bring inspiration to the speaker and awaken enthusiasm with people who have come to discuss any problem. We'd like to focus on the word "inspiration" caused by the apt use of the adequate compliment. If one can inspire "any professional speaker just by complimenting him/her, we believe that a teacher can surely inspire a student who is an amateur by praising him/her and appreciating his/her effort" [ibid].

According to the latest research done by the well-known Japanese professor of psychological sciences Norihiro Sadato⁷, compliments help increase people's activities, similar to those of receiving a monetary reward. His research proved that compliments stimulate people to work faster and more efficiently, since the same area of the brain – striatum – is responsible for the compliment and receipt of monetary compensation [ibid]. Thus, it is possible to urge a student to perform the assigned task better by influencing precisely this part of the brain cord.

In the course of their investigation the Japanese scientists subdivided a group of forty-eight volunteers into three subgroups. They all had been familiarized with a certain sequence of keys to be pressed within 30 seconds. All participants of the first group were praised individually after their fulfilling the task. The second group were only witnessing the process of

⁶ Tutorial for Compliment or Praise a Speaker. URL: <https://www.writeexpress.com/tutorial/compli05.html>.

⁷ Norihiro S. Social Rewards Enhance Offline Improvements in Motor Skill. URL: <https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0048174>.

complimenting the other group. And the third group had to estimate their achievements by themselves.

The experiment resulted in the following. A day later the simple task set before the participants could be faultlessly repeated only by the participants of the first group. The second and the third group did not succeed in fulfilling the task showing confusion and distress in their actions.

Hence, a conclusion can be made that compliments paid in the process of teaching function as an influential instrument for the verbal impact on the people taking part in the experiment. To put it differently, compliments perform the roles of additional psychological anchors for acquisition certain skills.

The well-known American psychologist A. Kohn in his book entitled *"Punished by Rewards"* argues that complimenting people for the purpose of gaining a reward from them often proves to be ineffective and even harmful⁸. A chapter of this book is entirely dedicated to the question named by the author *"The Praise Problem"*. The investigator arrives at the conclusion that compliments paid to people (while their carrying out certain work) may damage the cause in general. The author gives an example illustrating the negative result of the compliment paid to the student as a reward of his/her carrying out a simple task. In this case a verbal praise may make a person feel that he is perfect enough and well-trained for any task required from him. A student may think that the task is simple, and he/she does not need to do his/her best or to make hard efforts to gain the desired result, since anything he/she does is good enough for the teacher. The second example given by A. Kohn manifests how the compliment paid out-of-place results in the loss of concentration and motivation shown by the students. Such compliments paralyze students, awakening stress and worry with them. To crown it all, the researcher states that according to his teaching experience, compliments work with the students as demotivators, depriving them from inspiration for gaining better results.

The same point of view is manifested by another American scientists G. Cohen and C. Steel⁹. The authors describe a situation where university teachers pay extra compliments to their students and exaggerate the results of their academic achievements. Such teachers avoid giving critical reviews

⁸ Kohn A. *Punished by Rewards: The Trouble with Gold Stars, Incentive Plans, A's, Praise, and Other Bribes*. Boston, 2018. 466 p.

⁹ Cohen G. L., Steele C. M. A barrier of mistrust: How negative stereotypes affect cross-race mentoring. San Diego, 2002. P. 303-328

and only praise their students for the purpose of maintaining good atmosphere in the group and diminishing the negative attitude to themselves independent of the real level of the student's actual progress in studies. Their over-liberal treatment of the process of teaching depresses the students' inner motivation and violates the main principles of education. The later consist in the teacher's recommendations and his/her critical evaluation of the student's results, hence, making them ready to improve their progress in mastering the subject. More than that, the undeserved praise may be considered by the learners as an upper-hand or even insulting attitude of the teacher to his/her students.

3. Algorithm of using compliments for effective communication

Coming back to the process of teaching, we must say that, according to our observations, a lesson has a double loading of both bringing knowledge to the students and making an impact on them in the aspect of psychological suggestion. We argue that teaching students a foreign language means working on the level of information and logical persuasion together with making emotional and psychological influence upon the learners. To cite the well-known British linguist and methodologists M. Swan, we will put it in the following way: *"If a student doesn't want to tell anything to his teacher in his native tongue, he won't speak English to you"*¹⁰. It follows from the given assertion that the better are interpersonal relations between teachers and students the better are the results of their collaboration.

Emotionally optimised relations between the given above participants of the education process on the personal level gives students more chances for mental and creative development of their personalities. The right and paid-to-the-point compliment does wonders to the intellectual potential of the students because of the emotional links appearing between the teacher and his/her learners. It is quite clear that organizing such a situation at the lesson creates favourable atmosphere for the future students' self-realization.

We believe that teaching as a specific process of transferring knowledge is to be considered in all its dialectical unity. It is a process of digestion of the knowledge received, showing its steady development and improvement.

Let's consider the basic mechanisms and influence levers applied by the teacher in the process of education. For this purpose, we've tried to carry out a didactic experiment within the sophomores of the faculty of linguistics and

¹⁰ Swan M. *Introduction to communicative language teaching*. London: Oxford Union Press, 2012. P. 5-9.

translation studies. We understand the didactic experiment as a teacher's practice applied for the purpose of working out new methods in teaching approaches and establishing the right degree of efficiency of the already accumulated information by means of comparing the test and experimental groups¹¹.

In accordance with the definition suggested in psychology, the *anchor* – is an irritator from the outer world causing certain feelings with a person¹². In other words, an anchor is a reference to inner cognitive experiences of a person by means of awakening certain reactions to this or that irritating stimulus. Linking up this concept with compliments as a type of appreciation or appraisal of certain efforts of the participants of the experiment, one can consider a complimentary teacher's remark as a stimulus given to the student while carrying out the task correctly. It will function as an additional stimulus of the positive reaction with this student and a sense of satisfaction felt by the participant. We can go further, presupposing that the reversed order of the algorithm of this action (here we mean memories of the positive feeling of satisfaction while carrying out a certain action) will stipulate its correct performance. The found out logical regularity is represented here as a certain chain sequence (see figure 2).

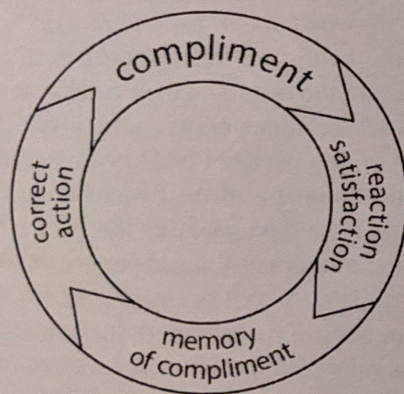


Fig. 2. Functional role of the compliment in the process of teaching

¹¹ Weyers M. Teaching the FE Curriculum: Encouraging Active Learning in the Classroom. London, 2006. P. 15.
¹² Селіванова О. О. Лінгвістична енциклопедія. Полтава: Довкілля-К, 2010. С. 799.

As shown in figure 2, achieving a correct action in the foreign language (in our case a proper answer, an adequate reaction, a natural type of speech behaviour) is granted by the compliment which, in its turn, triggers reaction of satisfaction with the students. The memory about the deserved compliment functions as a stimulus of the reaction of satisfaction, which logically results in performing a correct action.

To sum up the given above considerations, we can state as a starting point of our work, that compliments are the best means of motivating students to carry out the set of tasks in the best ways possible. To put it figuratively, we understand complimentary remarks as a special type of "stroking" which influences the addressee on the subconscious level. A proper compliment functions as a feedback and helps students realize which actions among the performed are most desirable and effective, this way, orientating interlocutors at communicative cooperation with the teacher. On the other hand, a proper and paid-to-the-point compliment of the teacher demonstrates his/her personal involvement and interest in the student's work, together with the teacher's absorption in the process of education. We believe a compliment to improve the emotional link between the teacher and his/her students, and make the process of language acquisition interactive.

But does any compliment sound pleasant for the students to hear it, and is it really motivated to be used in the process of teaching a foreign language? Sometimes compliments can be interpreted as appraisal of one's efforts or just insincere praise used for manipulating the interlocutor. Consequently, compliments may cause skepticism on the part of the listener, make him suspicious in the way: "*What does "X" want from me, what are the real grounds of my being complimented?*". It may also produce an impression that a complimenting person looks down at his/her interlocutor or tries to have the upper hand in the situation. The complimented student sometimes considers himself not worthy of the words said to him/her and feels obliged to the teacher and humiliated by him. The big idea of paying good compliments consists in avoiding hypocrisy in the interpersonal relations between students and teachers.

Paying the tribute to the investigations carried out by the already mentioned authors, we believe that they confuse notions of "compliment" and "flattery". First of all, we must point out similarity of these two lexemes in expressing positive evaluation of the situation or the addressee. In everyday communication flattery and compliments are often mixed up and

are practically treated as contextual synonyms. However, we believe that these terms are not identical in the scientifically strict meaning of the words. According to the definitions given in lexicons and explanatory dictionaries, there is an essential difference between the communicative loading of "compliment" and "flattery".

Semantically these words are not identical. If a compliment expresses one's admiration or used in the interpersonal dialogue due to the speech traditions of the given society¹³, a piece of flattery is characterized by its inner insincerity and perspective benefit, verbal or material, for the speaker¹⁴. Hence, any compliment, taken in the aspect of its pragmatic orientation, expresses subjective modality, while flattery (being on the verge of subjective and objective modality) doesn't convey any objective loading and, due to that fact, is a verbal instrument of manipulation.

The data obtained in the result of our personal investigation proves that flattery can be, in most cases, recognised by the listener and, even, in case of its being accepted, does not grant harmony in the interpersonal relations between the speakers. In our case the act of the teacher's praising is pragmatically neutral and expresses the results objectively obtained by the students in the process of teaching.

In other words, we treat both flattery and compliments as speech bribery. However, any compliment is a fixed and objectively more sincere communicative instrument of influencing a student without any evident mercenary motives on the part of the teacher. In contrast to it, flattery is understood in this work as a communicative phenomenon conveying information known to the speaker as false or corrupting the truth. It is used in the process of communication as an instrument of manipulating the students' verbal and non-verbal behaviour, motivation and orientation in the education process. We understand manipulation here as a way of controlling one's interlocutor, without his/her knowing about it for the purpose of the manipulator's actual benefit¹⁵. Manipulation is reached by means of verbal substituting concepts after the principle of sophism. The best known way of manipulating a student is "image manipulation" consisting in creating the unimposed personality of a student, known as his/her image in the group and not the real inner "I" of his/her.

¹³ Manes J., Wolfson, N. The compliment formula: Conversational routine. Netherlands: Mount Publishers, 1981. P. 119.

¹⁴ Cambridge Advanced Learner's Dictionary & Thesaurus. Cambridge University Press. URL: <https://dictionary.cambridge.org/dictionary/english/flattery>.

¹⁵ Merriam-Webster dictionary. URL: <https://www.merriam-webster.com/dictionary/manipulate>.

The big idea of the process described is grounded upon the following presumption: while associating with other members of a social group any person tries to correspond to a certain real or imposed image so as to meet their expectations. The problem is how to reach a steady balance between complimenting a student and roughly flattering him/her. We believe that flattery is a verbal means of masking the objective truth and creating a false image that may ruin the inner aspirations of the student to attain better results and make him/her stand away from the challenge threatening his/her imaginary posture created by the teacher.

Students are afraid of making mistakes and, thus, spoil the good impression they create in the eyes of the teacher, who consciously corrupting their progress, decreases their motivation leaving them satisfied with what they have learned. From the point of view of didactic professional ethics, and in our eyes, manipulating the students' trust is cheating them with the help of destroying the atmosphere of confidence and creativity existing between teachers and their students.

A compliment, in its turn, is a veiled, vague way of mental suggestion stimulating students to further work and improving their educational results. Usually a sincere compliment is objectively grounded and motivates students to acquire better verbal skills in mastering a foreign language. To put it differently, we treat a compliment used as a stimulus in education, as verbal "stroking".

This term was introduced by the American psychologist and psychiatrist E. Bern who described several types of basic vital necessities, that people experience during their lifetime. One of them is their need to have physical and mental stimulation which he figuratively termed as "stroking"¹⁶. The term used roots back to the works of the Austrian psychoanalyst R. Spitz, who experimented on orphans and made a conclusion about the children in charge as having a lack of tangible stimulation (embraces and stroking), usually received by the kids from their parents. Coming of age, such people are prone to neuroses, inferiority complexes, low self-evaluation and decreased motivation for work and studies.

A wish to come in contact with other people orientates a possible interlocutor at the communicative collaboration by means of influencing the addressee on the unconscious level. For instance, a teacher may pay a

¹⁶ Berne E. Games People Play The psychology of human relationships. URL: http://rt2.neostrada.pl/mioduszezowska/course_2643_reading_3.pdf.

compliment in the following way: "Your handwriting has improved since last week. Good job!" This fact will help a student make progress in his/her writing as he/she realizes now what is demanded from him/her and what exactly he has to do to make his/her results still better. However, the utterance given below "Your progress is good. I think you're the best!" is vague, unclear and doesn't outline for a student the field where he/she still has to work.

Our investigation is theoretically grounded upon scientific elaborations of the well-known methodologist V.M. Polonskiy¹⁷, who streamlined the possible didactic experiments into the following groups:

1. *empiric*, based upon passive observation and following the students' progress while acquiring the given material;
2. *theoretic*, based upon consideration of facts obtained in the result of applying different methods of teaching;

– *control-operating* experiment designed to check up or correct the didactic method by comparing results in the experiment and control groups.

The researcher singles out the following conditions of carrying out the above mentioned experiment, such as:

1. *natural* surrounding or conditions well-known both to the students and teachers (a classroom, a study-room or a lecture hall);
2. *laboratory* conditions, that is delivering classes in a specially equipped study room for immediate registration of varieties in the process of education;

1. «*field*» conditions, that is simulation of natural real conditions where a student could make use of the obtained knowledge¹⁸.

As reliable criteria for estimation the results of teaching the scientist suggests applying test methods, control talks with estimating the students' progress and the students' self-evaluation of their academic improvement in the given field of knowledge.

While carrying out our own experiment, we decided to focus upon the type most agreeing with the task of the given research. Hence, out of all the enumerated above didactic experiments we chose the control-operating approach. The latter makes it possible to compare the students' progress without interfering with the general education process and grants obtaining scientifically valid information for further analysis. These considerations

caused us to pick natural surrounding for carrying out the didactic experiment, and that was the classroom habitual for the students. Our evaluation of the students' progress is based upon their suggested by trichotomy V.M. Polonskiy with working out general estimation of the results shown by the experiment and control groups given in percent. The students' self-evaluation of their academic level was considered in the parameters of (+) and (–).

Our didactic experiment took place in April 2018 and lasted twenty academic hours. We chose two groups of sophomores of Odessa International Humanitarian University, the faculty of translation and linguistics. This choice is motivated by the fact that sophomores are young people who have already got used to the students' life, on the one hand, and are still "raw" enough for acquisition of the new knowledge, on the other hand.

During the experimental lessons in group №24 the teacher used the following typical classroom compliments like "good for you!", "well done!", "a very good answer!", "great!", "a very interesting idea" and others. It's worthwhile mentioning that traditional teacher's gratitude like "thank you!", "thanks a lot!", "correct!", "that's right!", "absolutely agree", "good" and others are usually taken by students not as compliments but as pragmatically neutral remarks for the right answers.

A special set of compliments was paid for right answers given by the students in the specific field of their academic progress, like their phonetics, lexis and grammar. For instance "Your pronunciation has improved", "I see you're speaking more grammatically", "Now, we all can see the difference between the present perfect and past indefinite" and such like. The compliments of such types were usually accompanied by the direct address aimed at a concrete student.

In the control group № 25 complimentary remarks were used rather rarely (their frequency is approximately 1:5). They were neither individualized, nor referring to special spheres of progress shown by the students.

The carried out didactic experiment manifested the following results (see table 1).

¹⁷ Полонский В.М. Методология для педагога: теория и практика. Учеб. пособие. Москва, 2001. 271 с.

¹⁸ Полонский В.М. Методология для педагога: теория и практика. Учеб. пособие. Москва, 2001. 271 с.

Comparative results of the academic progress
in groups № 24 and № 25 within 5 weeks

Table 1

| № of the week | Group 24 | Group 25 |
|----------------|-----------------------|-----------------------|
| | Initial results – 68% | Initial results – 68% |
| | Academic progress | Academic progress |
| 1 | 69,7% (1,7%) | 68,5% (0,5%) |
| 2 | 72,4% (2,7%) | 69,5% (1%) |
| 3 | 76,2% (3,8%) | 70,7% (1,2%) |
| 4 | 80,3% (4,1%) | 71,7% (1%) |
| 5 | 84,5% (4,2%) | 73% (1,3%) |
| Credit results | 16,5% | 5% |

As shown in table1, the acquired knowledge in group № 24 was rated as 12% higher than in group № 25. This fact permits us to come to the following conclusion. Most students inwardly feel gratitude for the aptly paid compliments and try to be up “the level” and correspond to the teacher's high estimation of their academic progress. Psychologically compliments improve the positive self-evaluation of the students stimulating them to work harder and, hence, show themselves as personalities in the better light in the eyes of the teacher and their groupmates. Working here as certain type of communicative bribery, compliments provoke students to academic feedback in the best possible way.

The self-evaluation of the individual results, as seen by the students in two groups, were checked up by the anonymous enquiry given at the end of the experiment. The students were handed the following questions to answer:

- how do you evaluate your knowledge of the non-finites before attending lessons of English (from point 1 to 10)?;
- what progress have you shown in studying the non-finites (from point 1 to 10), name the topics you have studied?;
- have your speech skills improved (from point 1 to 10)?;
- have your writing skills improved (from point 1 to 10)?;
- have your translating skills improved (from point 1 to 10)?;
- how would you evaluate the obtained knowledge (from point 1 to 10)?

CONCLUSIONS

Having compared the answers received from the students of group № 24 and № 25 the following conclusions have been made. All students (group № 24 and № 25) have marked growth of their academic progress in the given aspect of grammar. However, the students of group № 25 felt rather confused about evaluating their knowledge, could not name the topics they have digested or showed good results. Their answers sounded like “...it was instructive, approximately my knowledge has improved by 3 / 4 points, maybe 5”. The students of group № 24 were more positive about the achieved results and sure enough about the academic progress they have made. Their self-evaluation was closer to the objective results as it was seen by the teacher and they were optimistic about perspectives of mastering English in general.

Grounding upon the above given considerations, we can conclude that academic compliments should be paid special attention at as a working instrument for better results in the process of teaching a foreign language. A compliment is an effective means of influencing the human consciousness and awakes emotional mechanisms and stimulates cognitive operations of acquisition the new knowledge suggested by the teacher.

The work results in the conclusion that compliments play an important role in optimization of the educational process. Having received compliments sincerely paid by the respected teacher, students are satisfied with their academic work, feel self-respect and gratitude, stimulating them to work still harder for gaining better achievements. A student tries to correspond to the image of an intelligent and hard-working individual as seen by the teacher. Getting a verbal reward from the authority higher for them stipulates students to increase their efforts in mastering the language. Our theoretical elaborations give scientific platform for explanation effectiveness of compliments in the process of education due to their correspondence to the basic human needs, arousing the students' hidden psychological potential.

SUMMARY

The article looks at the problem of optimization of the communication at the lesson of English by means of complimenting students. Achieving the foreign language proficiency is the key question of today. The given research is dedicated to revealing peculiarities of compliments used for the purpose of improving educational process by means of inspiring learners at

the lesson of English. The *object* of study is complimentary teacher's remarks aimed at the general harmonization of academic atmosphere and raising the student's self-esteem at the lesson. The *subject* of investigation is communicative contents and pragmatic orientation of the compliment as a specific speech utterance. The authors focus at the problem of the functional role of the compliment in the process of teacher-students' speech interaction. The work is carried out as a psycholinguistic and communicative study of the compliment used as an effective means of the verbal impact of the teacher on his/her students in the process of education. For evaluation of the obtained results the authors have applied a didactic psycholinguistic experiment which gives scientifically objective data about the use of compliment for foreign language acquisition. The main conclusions of the undertaken investigation show that academic compliments are effective working instruments for achieving better progress in the foreign language studies.

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