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LANGUAGE LEARNING FOR CREATIVE THINKING, CULTURAL AND PHILOSOPHICAL INSIGHT

This article presents a model of educational approach that encompasses knowledge, wisdom, culture, intelligence and creativity, synthesized. The article opens with a general discussion of issues in modern strategies and programs. Then it discusses the role of creativity in leadership, dividing the discussion into academic and practical aspects. Next it deals with the role of pleasure reading in academic curriculum. Then it discusses the role of wisdom in leadership. The article closes with Summing up the above English teaching-learning strategies analysis. Educators are faced daily with making important and pervasive decisions. This is especially significant in higher education, where decisions about curriculum will have considerable impact on the next generation of translators/interpreters. Rational decisions about the substance of learning and instruction help achieve the goals of high education. Academic administrators and teachers make incremental decisions, and rationalize the technologies used to produce the best results. Pleasure reading is right at the center of educational approach. Teachers give careful consideration to it, which plays a significant role in the process of studying. This fosters the result much more than rational decision. Reading develops wisdom, culture, knowledge, intelligence, and creativity, synthesized and leads to comprehension and new knowledge and thus to educational aims and results, which itself leads to professionalism and dedication of the future specialists (translators and interpreters). The challenge for the university teachers / tutors is to form a comprehensive strategy for the use and impact of reading on academic results.

Keywords: education, culture, pleasure reading, communicative and cognitive approach.

Modern strategies and programs are focused on fostering philosophy of new priorities that have emerged in the third millennium – improvement of education systems with respect to such key resources as INTELLIGENCE, CREATIVITY, CULTURE, WISDOM, and KNOWLEDGE. Having this in mind, we can only emphasize a tremendous role of education, especially adult education, as a great force that will shape the future. Education spheres should be centered on truly human-oriented approaches which impose special responsibility upon teachers, educationalists, and instructors.

Obviously, everybody engaged in educational processes, practically perceives how many important elements education/learning implies. Culture – education – knowledge are essentially and inseparably linked and always interact. Let me quote Javier Perez de Cuellar who in his address at the inaugural meeting at the WCCD said: “What methods are likely to ensure better symbiosis between each person’s culture, the education that transforms us and the development in which both should contribute but which in return should be geared to the cultural and educational goals... Culture can permeate development only if it first permeates education and if in return education effectively promotes fulfillment in one’s own culture, and not merely social and professional selection, that very often in many societies leads to the brain drain”.

As an English teacher I always give a good account for the practical side of the learning process and thoroughly study the students’ practical needs in their professional fields. My students are well aware, and probably more than other people, of what “Information Society” means, what fundamental changes may be brought about by the “communication and information revolution” and realize the necessity to develop today not only new tools of analysis but also very different mentalities and attitudes in order to adapt to the emerging “new” civilization based on information and knowledge. Such are the major psychological preconditions, such are the realities or the academic process which in a guide in my teaching designs and help me form my vision of “new” approach in teaching methods to be applied in my English course.

It is universally known that an educational mission is, by definition, an ethical mission. By this I

mean that knowledge acquisition, all learning-teaching spheres (including the development of practical skills in English courses), affected by a worldwide process of transition to the “Information Society”, should be of harmonizing character, and therefore well-tested approaches in language teaching are to be based on adequate teaching philosophy.

One of the achievements of the specially elaborated study program for English teaching-learning is a “Pleasure reading” course as an integral part of English syllabus which is highlighting the learners’ personal self-improvement and their pragmatic needs in command of English. Comprehensive cultivation of interdisciplinary knowledge and ethical education is a good ground for preparing the third millennium “new” mentalities. The expected cultural breakthrough is what seems to be a top-priority task for an English teacher nowadays. The promotion of cognitive-creative processes in English learning and their sociocultural effects and the new teaching-learning strategies have proved effective in the English Translation Course in Ivano-Frankivsk National Technical University of Oil and Gas.

The basic principles of the teaching methodology integrated in the English syllabus structure are the following:

1. The principle of cognitive learning and creative thinking for communication in the linguistic universe.
2. The principle of cognitive-affective interplay as a harmonizing balance in knowledge acquisition and a good basis for learners’ growing motivation in language learning.
- 3 The principle of developing mastery language learning and artistic excellence in communication.
4. The principle of cognitive, philosophical and cultural background for creating a wide vision of sociolinguistic universe in language learning.

The book for the pleasure reading course has been selected to inspire the English learners’ cognitive-creative activities. “Anne of Green Gables” by Lucy Maud Montgomery is an international bestseller appreciated by children and adults for many years. Let me briefly explain the choice of the book for pleasure reading as it might give the clue to the problems under discussion. So why Lucy Maud Montgomery and her famous brilliant Anne of all the books?

Indeed, being a talented philosophical novel, this book gives a lot to imagination development. Students can interpret it at any level. But there are also most complicated levels of philosophical/ethical analysis that may be treated by the teacher as a rich content-based learning material which promotes a very useful interaction between learners and sources of rich content for learning – the main factor of effective language learning in the form of pleasure reading. As for the students, whose future profession is directly connected with the humanitarian fields of knowledge, they will find one of the chief attractiveness of learning English clue to the constant deepening contacts with vast humanitarian knowledge – both linguistic and extra linguistic – as compared with their own experience, if any. Science reading matter is devoid of descriptions of human personality, human inner world, psychology or spiritual life of individuals. These are, first of all, humanistic ideals of freedom, perfection, and intelligence, nature of love, joy and beauty of creative living.

Thus, personality-oriented look of the author, integrating such lofty ideals and the worship of knowledge, self-perfection and creativity permeating the story greatly, appeals to the audience of English learners who are promoted feel the necessity of art in a broad contemporary sense.

Well aware of the crucial significance of reading, the teacher is transmitting the atmosphere of the book to the classroom and simultaneously to the minds of the individual learners. To a great extent, all this refers to such serious delicate aspect as development and deepening of the faculty of feeling the beauty and grandeur of art – literary art which conveys through the beauty of linguistic/literary means various knowledge acquired in many-sided study of the text: reading, translating, writing, dramatizing, discussing, doing various creative exercises and assignments. Inspired by the feeling of high appreciation of such beneficial language learning experience, the learners really enjoy learning English thanks to the constant enhancement of their intellectual capacities and aesthetic impulse they feel. Artistic excellence of language means and wisdom of knowledge expressed in the novel are appreciated by the students, first of all, as readers under the immense impression of profound cognitive process which gradually intensifies their intellectual activities, reinforces creative power of thinking and stimulates the learners’ thirst for self-perfection. Such is the magic power of the art of literature in EL learning.

Art always helps us “break out of ignorance”. True Art makes a powerful effect on human heart and opens it for accepting Truth and Beauty. Every new piece of knowledge or information, every new impulse of enlightenment, brought about by interaction with artistic world, increases creativity and eventually unfolds net reserves in cognition sphere.

Oriental philosophers were absolutely right when they put this idea in a concise and smart postulate: no appreciation of art is ignorance.

So, philosophically speaking, sociolinguistic attitudes in English teaching, based on humanitarian-artistic values and personality-oriented approach, work well in modern times vis-à-vis the emerging Information Society.

Another very essential phenomenon is the language of the story, its purely linguistic peculiarities and literary merits as a fascinating object of learning. In this connection I would like to refer to N. Roerich, a world-famous painter, scientist and philosopher, whose wise remarks about commonness of art, science and knowledge deserve special respect and appreciation: "Art and knowledge are the best international language. Art and science are the perfect international languages" [3: 101].

The wealth of art, science and knowledge has an indisputable property of being a carrier of beauty, creativity and cognition. These are the so-called unique hieroglyphs of the universally recognized a most perfect language, accessible to all people even when they do not know the native language of each other. This fact plays a decisive role in learning a foreign language. In the course of reading foreign language fiction, as an object of studies the students' language skills and habits are greatly intensified mainly due to the language means expressively transmitting ideas, information and knowledge including various intellectual associations and profound analysis. Thus, mighty cognitive processes are inspired in the depth of the advanced consciousness, which subsequently stimulates creativity as a catalyst of a good progress in learning and conquering ignorance.

The most impressive language aspects are literary merits, which add special charm to the story and serve to enrich intellectual processes of individual learners by imparting to them perception of true beauty – beauty of language, beauty of word, beauty of image, beauty of speech performance music.

As an adherent of the learning-centered approach in my teaching experience, I have been always guided by the principle that language is a fragment of the world and reflects the cognitive picture of the world. Hence the philosophical nature of the literary content and adequate language means render to the readers the true conceptual atmosphere of the book. Everybody knows that our perception is based on the way the information/knowledge is transmitted. The book suggests hidden meanings and is open to discussions, exchange of opinions and views on eternal, always topical existential issues such as : "a reason to live", "one 's real liberated self", "nature of love", "race to learn", freedom, perfection and the like. The story is coloured with the spirit of instructiveness and philosophical dispute, hence, maxims of the kind:

"Perfection doesn't have limits", "The only true law is that which leads to freedom» and so on.

Therefore, a great portion of the pleasure reading academic activities is focused on discussion sessions. First and foremost, discussion sessions provide a complex process of the learners' creative cognitive thirsting expressed in discourse/intercourse forms and generated by the language learning atmosphere of creativity and information exchange in the class linguistic universe. As participants of discussions and round table talks the learners think and speak, using in large quantities, the vocabulary of the story, knowing and feeling the language they master, its standard units, figures of speech, phraseological expressions, proverbial phrases and interesting stylistic devices, vastly used in the book. As learners' language competence grows and transforms, they become more and more aware of the power and beauty of the language they learn. They possess more freedom of speech and freedom of the language use; naturally, the learners highly appreciate this useful and far-reaching language learning experience. Meantime, with such effective support, originated from growing speech competence the learners get other advantages : enriched perception and growing intuition. As a result, cognitive processing of information in communication improves further development and reinforcement of creative thinking which, with every instant of enlightenment raises human consciousness to higher levels of development. Obviously, here the essence of language phenomenon lies in the fact that linguistic universe in the featuring process, in particular during discussion sessions, promotes effective speech communication among English learners, their deepening interest in sociocultural and research activities, and essentially contributes to the individual learners' intellectual self-perfection.

Another point to be spotlighted as to the language means impact on the learners' progress and elaboration of teaching strategy is *the treatment of literary symbols and allegories*. When it comes to deal with some specific philosophical allegories/metaphors the major thing is to provide the learners with appropriate contextual comprehension of the hidden meanings, based, on the one hand, on the students' proficiency in English, and, on the other hand, on the emotional-aesthetic and cognitive system of individual perception which, practically speaking, turns into a complex task of the text decoding on the super level of its integrated semantics. One should grasp and interpret, using proper

words, this or that image or symbol, which has no verbal definition, or a particular explanation in a language form, but contains only a hint for something very essential, some idea or truth which is not materialized in wording but, nevertheless, exists and, in an amazing manner, excites the deep resources of the English learners' mighty intelligence, their widening consciousness and insight.

Examples are plentiful here. The story really abounds in apt allegories, symbols, proverbial expressions and figures of speech. But the central character of Anne – the image of the girl seeking for scope of imagination – is naturally the most attractive and very meaningful key-note image.

The girl and her flight of imagination, a great adept in the magnificent realm of Culture, Beauty and Harmony. These symbols accumulate the ultimate essence, the true meaning of them : girls and dreams. They are inseparately linked and have been well embedded in our memory since childhood. They came to our mind from legends and fairy tales. Traditionally they keep staggering our imagination, exciting and reviving our most subtle and noble feelings, they fill our hearts with new impulses to dream, to hope, to experiment, to feel the joy of learning and perfection, to create. They are universally known and loved thanks to deep historical and etymological background. Discontinued perfection through creative dreaming, triumph of knowledge over ignorance – isn't that the wisdom, the essence of "a girl who dreams for the joy of dreaming and self perfection" in order to share her marvelous experience with other peoples for the general benefit. When reading the story we do hear Anne's eternal call for Perfection, Creativity, Beauty, Knowledge, Peace and Cooperation.

It is worth noticing that Anne's call really cannot but find a good response in English learners: the symbolic creative dream, Anne's image seems to be well correlated with the inner world of adult learners whose professional inspiration is provoked with creativity of research processes and joy of knowledge acquisition aimed eventually at progress in science and global life improvement.

I am going to refer to one of the tasks given to my students with reference to the above speculations. When the learners are given the task to express in English notions associated with the word "friendship" they suggest a diversity of cognitive ideas. Here they are :

"friendship" is a dream; "friendship" is power; "friendship" is joy; "friendship" is creativity; "friendship" is knowledge; "friendship" is exploration; "friendship" is learning; "friendship" is perfection; "friendship" is freedom; "friendship" is speed; "friendship" is excellence; "friendship" is the beauty of the world; "friendship" is pleasure; "friendship" is happiness/smile/support/need/importance/hope/truth/love/sharing thoughts/discussions/love/help/trust/memories/fun/secrets/jokes/walking/gossip/advantages/pain/betrayal/advice/coffee/understanding/soulmate/holidays/parties/cooking/dreams etc.

Some cultural code and semiotic nature inherent in symbols and allegories are vividly displayed in the phenomenon of polysemy intimately related to word analysis. Vast richness of word-stock, semantic diversity of words, elaborated by people's genius through ages are very attractive features both fascinating the learners of the language and imposing on them responsibility for using vocabulary appropriately. The magic power of words, deepness of their meanings and masterful accurate application of the words assembled in the same literary piece constitute a great literary merit, which is advantageously used for teaching purposes to broaden opportunities for linguistic analysis mostly in a pleasure reading, course as a part of English study program.

As for the latter my teaching experience enables me to state the following. As distinct from a scientific text a literary text can have a number of interpretations. But this variability of interpretations is also finite and is always associated with some particular choice of meaning to cover what is implied, under the condition that it suits the content and is in compliance with the artistic style of a piece of fiction. The English teacher's concern in this case is about developing the learners' skills and habits in dealing with dictionaries and their capacity to choose a proper word in a proper context. This issue is far more complex and less trivial than it might seem at first glance.

Lexical analysis of words, "reading dictionaries", in general, broaden our horizons and not only in language sphere. Dictionary looks like the Universe arranged in an alphabetical order. Proceeding from the concept of cognitive language learning we may treat the dictionary content, richness of words polysemy as a real rich representation of the cognitive picture of the world, we live in and a source of wisdom, knowledge, information, and beauty.

What is of interest here is the deepening and cultivating forms of learning activities based on profound work with dictionaries. This argument seems to be more important, if we take into consideration the fact of psychological peculiarities of the English learners who are, in a sense, have little experience even in reading fiction in English, where the systematic use of a dictionary is unavoidable. Thus, English teaching methods and strategies are aimed at highlighting learning

assignments, involving vast use of a dictionary and word analysis by giving the students more opportunities to leave “the lightless world of facts” and plunge into “the world of endless beauty” provided by language knowledge and skills.

Well-tested teaching methods are aided by the modern computer technology: the English learners widely use computer dictionaries which support them in cognitive processing, and essentially contribute to the effectiveness of word analysis. Cultivating work with dictionary, we can guide the students in the rich world of words, elaborating various forms of language learning, for example, creative application of word analysis in translation, in round table talks, and so on. In this manner, the goal of developing the learners’ feeling of the language becomes attainable.

By gaining a good language learning experience and language use experience, the students become well aware of language learning resources. That really plays a comprehensive role in teaching and learning a foreign language. To prove these speculations, let me turn to the story and show how specially designed word analysis-based tasks, suggesting a great amount of “dictionary reading”, correlate with the aspects, going beyond the level of English learners’ basic English grammar and vocabulary.

The shift of meaning, figurative language, the symbolic importance of the word, which create in human intelligence certain links between reasoning-leasing processes and artistic sense perception really, serve for improving learners’ creative thinking processes. All that is vividly displayed at the pleasure reading practice sessions. With developing sense of language beauty through the interpretation of such literary means as symbols, metaphors, images the human knowledge is greatly enriched and broadened thanks to diverse associations and implications, giving a new impulse for creativity in thinking and new insights in all sociolinguistic spheres.

As is seen from what has been underlined in this article, the reinforcement of interaction mechanism, regulating the English learners’ capacities to deal with linguistics and semantics of the literary text, is the core of the mastery language learning. Proper work with a dictionary, enhancing the development of English learners’ gift for analytical intellectual activities, lays the foundation for the implementation of the idea of synthesis. The idea of synthesis is the emphasis of the ESP pleasure reading course teaching strategy. Synthesis of specially designed tasks and power of speech performance with comprehensive listening in language learning contribute very much to the development of students’ mental insight. In addition to the assignment I suggest the seven sequential tasks based on the same fragment of the text.

Task I. Read and translate orally the fragment of the story.

Task II. Read the fragment out aloud, thinking of the intonation patterns and get ready to tackle its main idea.

Task III. Prepare a good text reading of the fragment using proper intonation patterns to express Anne’s mood described in the fragment.

Task IV. Learn the fragment by heart and get ready to recite it in class.

Task V. Present the literary translation of the fragment in writing.

Task VI. Get ready to discuss your variant of translation as compared with your classmates’ variants of translation (special point which may present difficulties in some bilingual phenomena are being discussed), and single out several key words of the fragment concerned.

Task VII. Good advice: whenever a discussion on the book is held try and use the key note expressions of the fragment. Make use of your memory work experience and recite/quote the fragment you know by heart in any form of discourse in class activities.

Thorough elaboration of a synthesis of tasks is stemming from the nature of perceptive analysis, which highlights several states in the way knowledge/information is interpreted – processed – stored in memory – applied.

In doing these tasks much attention is given to phonetic drills with the use of the tape record of the fragment. In fact, the whole novel is presented in the recorded variant This wonderful auditive means of language learning, taking great dimension of class activities and gradually implemented at all pleasure reading practice sessions, create a fascinating melodic picture of the text performance, which greatly contributes to the artistic-emotional and aesthetic impact on the students and their perception of the text.

Speech performance, in particular the acoustic elect as a constituent of the educative ecology, plays a very beneficial role in cognitive processing. The thing is that words, word combinations, fragments of texts, when uttered, recited or performed artistically, present a symbiosis of sound and meaning, irradiating a very special type of energy of sound vibrations associated with the personal speech of individuals, accepting speech performance/speech current. The flow of speech – the energy of words –

has a powerful influence on human consciousness. It carries intonation and incarnates certain images or ideas, or other mental associations and is always enriched with the information wealth of Thought and Knowledge. The positive overlapping between the energy of speech current (text performance in class), and personal system of information and energy field of an individual learner, creates the best ecological atmosphere of reception, thus cultivating in learners the feeling of harmony and absolutely unique understanding, and appreciation of the English language musical beauty,

When linguistic universe in the course of reading the story grows, as it occurs at the training classes dedicated to all the tasks, the integration of them starts to produce its magic effect as a necessary catalyst of mental insight indeed. It is evident that all the components of tasks, as layers in the knowledge construction, are kept in order according to some psychological process and complex formulas of human reasoning. The integrated learning activities at the beginning stages of the word analysis and the use of the same vocabulary in arguments, talks, written essays later are characterized by intensive creative work of mind, and constantly growing cognitive processes typical for all learners of the same class, and bringing them together in the same sociolinguistic field of language activity and communication.

It seems that words make a bridge, uniting the world of man (his inner world of thinking, cognition, perception) and realities (filled with information and knowledge). At this point it seems interesting to refer to some examples, illustrating the phenomenon of intuition (or insight) both in linguistic and cognitive sense, in learning processes cognition cannot be separated from language means. When analyzing a certain words from the given fragment of the text the students are faced with the problem of finding a good native language equivalent to suit the context of the episode. Sometimes it is just the case when to find the proper native language word, even when you know all the meanings specified by dictionaries, is not an easy task. It is a question of your linguistic insight which is expressed in your cognitive power to correlate words and dynamics of thoughts/ideas, embodied in certain allegoric images underlying them.

The analytical activities here suggest dynamic booster of the English learners' cognitive powers based on literary means analysis and focused on several cognitive learning stages covered within a certain period of time. These stages are covered by all seven tasks. Afterwards, when written translations of the fragment are presented by the students, we could see a remarkable result of practical application of such deep knowledge of the language in a real sample of the text: the adequate choice of expression hits the highlight of thought, all other variants in the semantics analysis, dying away as inadequate.

The described English teaching strategy promoting cognition in language learning reflects the modern scientific vision of sociological development from the information theory standpoint, according to professor [1, 2, 4, 5, 6, 7].

The students-translators demonstrate much interest in such stimulating forms of cognitive activities and, obviously, take delight in discussions, proving their opinions, expressing their individual vision of some philosophical and ethnical points, focused on the novel. They are also fond of search approach, inherent in some analysis, because the spirit of investigation and search for knowledge as well as love of argumentation constitute the central psychological features of the students and are overlooked by the English teacher in the study program design.

Summing up the above English teaching-learning strategies analysis, concerned with a pleasure reading course as an integral part of the English syllabus designed for translators, it is necessary to emphasize, that the most valuable achievement of this experience, consists in English learners' promotion of creative use of the English language, a broaden vision of the English language, as a rich developing language code system, and of learning the English language as a creative unlimited process which serves for cultivation of communicative perfection, culture, intelligence, knowledge – the chief constituents of modern civilization cultural paradigm.

The English teaching-learning issues, left behind the discussion, such as the problem of cognitive-affective interplay in learning activities, are to be considered in a separate detailed analysis.

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Дзівідзінська І. С. Вивчення мови для творчого мислення, культурно-філософська точка зору

У статті представлена модель освітнього підходу, що поєднує знання, мудрість, культуру, інтелект і творчість. У статті з'ясовано тенденцію загальних обговорень проблем сучасних стратегій і програм. Обґрунтовано роль читання в академічній програмі. Стаття завершується підбиттям підсумків аналізу стратегій викладання та вивчення англійської мови.

Ключові слова: освіта, культура, читання для задоволення, комунікативно-пізнавальний підхід.

Дзівідзінська І. С. Изучение языка для творческого мышления, культурно-философская точка зрения

В статье представлена модель образовательного подхода, объединяющего знания, мудрость, культуру, интеллект и творчество. Статья открывается общим обсуждением проблем современных стратегий и программ. Далее рассматривается роль увлекательного чтения в академической программе. Статья завершается подведением итогов анализа стратегий преподавания и изучения английского языка.

Ключевые слова: образование, культура, увлекательное чтение, коммуникативно-познавательный подход