

8. Piaget, J. (1959) (2002) *The Language and Thought of the Child*. London: Routledge. 296 p.
9. Skinner, B. F. (1957) *Verbal Behavior*. New York : Appleton-Century-Crofts. 193 p.
10. Trawinski, M. (2005) *An Outline of Second Language Acquisition Theories*. Krakow : Wydawnictwo Naukowe Akademii Pedagogicznej. 92 p.
11. Vygotsky, L. S. (1962) *Thought and Language*. Cambridge : MA MIT Press. 168 p.
12. Vygotsky, L. S. (1980) *Mind in Society. The Development of Higher Psychological Processes*. London : Harvard University Press. 174 p.
13. Wertsch, J. V. (1985) *Vygotsky and the social formation of mind*. Cambridge : Harvard University Press. 280 p.

**Юрчак Х. І.**

група зМAM-11

Тернопільський національний педагогічний університет ім. В. Гнатюка  
*Науковий керівник – док. пед. наук, професор Задорожна І. П.*

### **JANE AUSTEN AND HER NOVEL OF MANNER**

Jane Austen is the English writer who first gave the novel its distinctly modern character through her treatment of ordinary people in everyday life. Her novels defined the era's novel of manners, but they also became timeless classics. Moreover, they remained critical and popular successes for over two centuries after the writer's death.

Nicholas Dames in his article «Jane Austen is everything» claims that this great English writer is as worth recognizing as Shakespeare. She shaped a vision of personal flourishing that still feels thoroughly modern. He also claims that this great woman spoke with intimidating speed and streetwise bluntness. Austen is the first female writer to be honored in such a great way. Moreover, Austen has firmly joined Shakespeare not just as a canonical figure but as a symbol of literature itself. [9, c. 12]

Nicholas Dames described such key ideas: Austen, with her 18th-century diction, village settings, and archaic social codes that somehow survive all manner of contemporary avatars and retellings, is strangely both. The first would have us explore the context of Austen's own moment, and read her as her contemporaries might have – to de-prettify her novels and show her immersion in the world, with all its political messiness and social friction. [4, c. 18] The second takes the prettifications at face value and asks how they happened.

When it is important to mention the historical fact Dames describes how Austen has been understood, manipulated and adapted to speak to different times. Yet Austen's own plots figure secrecy as a moral flaw, which might give a sleuthing critic pause. In addition, the author said that her sentences can leave readers in a swoon, with their controlled wit, their many-edged irony, their evident pleasure in their own mastery – and in the masterful way they negotiate or transform less graceful realities. [10, c. 8]

Dames mentioned the fact that in published novels Austen wrote a first draft of "Pride and Prejudice" in her early 20s, and her last novel, «Persuasion», as she turned 40. Here the author of the article emphasizes that it is a recurrent problem for biographical criticism of

Austen's novels. The unmarried woman who spent much of her adulthood living on the not particularly lavish charity or hospitality of male relations, is nowhere present in them. The pleasure that spiritedness provides, as everyone who reads Austen discovers, tends to feel self-evident. Her spirited characters stand out because they enchant us. But all pleasures have their politics, even the seemingly personal pleasure of watching her lively heroines assert themselves. [7, c. 28]

In the other article "What Jane Austen can teach us about resilience" Heloise Wood states that Jane Austen's novels may be mischaracterized as romantic escapism. But on the other hand, they have a lot to say about perseverance. The author describes some main ideas about Austen's style of writing for herself. [2, c. 47] Among them are the next: the most joyful books ever written, funny books which can be serious at the same time and the Jane Austen novel you didn't know.

Heloise Wood goes on to say when someone actually dig into the writing, he or she can find Austen offers more unexpected consolations. [8, c. 5] Beyond their preoccupation with love and romance, there is a layer of steel and a celebration of resilience in her books that may well inspire us as we read them in these deeply uncertain and circumscribed times.

The author of the article mentioned that Austen's own life was a lesson in forbearance as well. And here are some described facts to prove: she published her six celebrated novels in the space of seven years and died at the age of only 41. [9, c. 16] The general state of instability Austen suffered for much of her life is replicated in many of her heroines.

Moreover, the author explains that there is a constant low-level psychological stress that all her characters are under. Heloise Wood Heloise states that the sensation of feeling both trapped and surrounded by familial friction is also a prevalent element in Austen's work. [7, c. 11]

Wood emphasizes that Austen's [way to be publicated](#) can also be seen as a lesson in resilience, consisting of rejection and false starts. She started to write at around the age of 12. Then she began to do it seriously in her 20s but did not get published until her mid-30s. She also continues to focus on the fact that Austen's heroines are similarly often required to persevere, though more stoically, suffering in silence after believing their chance of happiness has been lost forever. [10, c. 19]

Heloise Wood concludes with a key moment that in most Jane Austen's novels there is the moment when the heroine realizes she has been wrong about another character. Wood's reflection is described in these lines: "But on finally reading and enjoying the richness of her writing with its mixture of social satire, poignancy and dawning epiphanies, I have secured a safe haven to which I will return to for the rest of my life. The key to Austen for me is that she simultaneously comforts and challenges us, embracing the dark and lonely aspects of life but with a lightness of touch and humor much-needed in difficult times." [6, c. 11]

Without any doubt, the writer did not only emphasize the key problems, topics and challenges of the society of those days but also skillfully expressed herself through masterful use of language as a woman who is ready to contradict established rules and requirements, chooses her own emotions and way of thinking, which deserves great respect. [5, c. 29] In her novels and thanks to the description of the characters, we can read the soul and views of Jane Austen herself, as well as the views of other people who were key at those times. [8, c. 10]

The description of the literary language used by Jane Austen became the basis of the content of the novels. And there is no doubt that the character of Jane Austen and the topics she raises in her work will remain relevant and unforgettable in world literature and in the hearts of readers. [1, c. 32]

"Pride and Prejudice" is the novel of manners written by the English novelist Jane Austen in 1813. It became the author's second published novel and one of her most memorable works to

modern society. Due to her use of social commentary, realism and biting irony Jane Austen earned her acclaim among critics and scholars. Moreover, it has become one of the most popular novels in English literature, with over 20 million copies sold and film versions of «Pride and Prejudice» which have portrayed the memorable characters and themes of the novel supposed to remain forever in the hearts of different generations. [9, c.5]

The book consists of 61 chapters. The actions took place in the early 19th century in the United Kingdom. The relationship between Elizabeth Bennet, the daughter of a country gentleman, and Fitzwilliam Darcy, a rich aristocratic landowner, their fight against own sins and weaknesses and the final choice to get married despite of all difficult challenges of society of those times are the major themes of the novel. Besides, Jane Austen draws attention of her readers to such other topics as tight connection of marriage and wealth, class distinction, self-knowledge and cruel struggle against themselves to reach happiness in love which took place in the major characters' hearts. [3, c. 113]

And now I really want to focus on the most interesting and the deep meaning of the theme: the choice to love despite of the stubborn nature and other weaknesses or not to love. Our major characters showed us how they fight all these sharp problems and in the end were happy. The strong love which they felt were totally worth of all their previous losses and disappointments.

Here we can read such lines from the novel: –There are few people whom I really love, and still fewer of whom I think well. The more I see of the world, the more am I dissatisfied with it; and every day confirms my belief of the inconsistency of all human characters, and of the little dependence that can be placed on the appearance of merit or sense. [7, c. 2] They describe how difficult for the character is to love and accept that despite of the fact that people are not stable and sometimes are not worth of being loved it is important to continue to love, trust and realize that the goodness will always win the last struggle in the human's heart. And sometimes somebody comes in our life to save us as Elizabeth Bennet saved her Mr. Darcy. But first of all the young lady made a great choice to overcome all pride and prejudice which ruined her heart before. And their mutual steps towards each other saved them in the full sense of this word.

## REFERENCES

1. Аналіз літературного твору. Під ред. Л.І. Ємельянова, О.М. Ієзуїтова. Л.: Наука, 1976. 236 с.
2. Arland M. Preface. Marivaux. Romans. Recits. Paris, 1979.
3. Austen J. Pride and Prejudice. Glasgow: Blackie, 2000. 432 p.
4. Litz W. Jane Austen. London: S., 1965. 160 p.
5. Волошина О. В. Роль сенсорної лексики у створенні художньої образності : автореф. дис. канд. філол. наук. Київ, 1994. 23 с. 17.
6. Волошина О. В. Сенсорна лексика як засіб створення художньої образності. Мовні і концептуальні картини світу: зб. наук, праць. 1999. С. 171–178.
7. *Jane Austen's Use of Irony in the Novel 'Emma'*. (2022, August 25). Edubirdie. Retrieved April 14, 2023, from <https://edubirdie.com/examples/jane-austens-use-of-irony-in-the-novel-emma/>
8. A Spectacular Product Of A Young Woman's Heart And Mind In Jane Austen's Pride And Prejudice. (2022, July 08). Edubirdie. Retrieved April 15, 2023, from <https://edubirdie.com/examples/a-spectacular-product-of-a-young-womans-heart-and-mind-in-jane-austens-pride-and-prejudice/>
9. Boarcas, Camelia. *'Feminine Consciousness in Jane Austen's novels.'* Journal of

Research in Gender Studies, vol. 4, no. 2, 2014, p. 1021+. Gale Academic OneFile,  
<https://link.gale.com/apps/doc/A397454326/AONE?u=lond95336&sid=AONE&xid=a2bde713>.  
Accessed 20 Nov. 2019.

10. Gao, Haiyan. 'Jane Austen's ideal man in Pride and Prejudice.' Theory and Practice in Language Studies, vol. 3, no. 2, 2013, p. 384+. Gale Academic OneFile,  
<https://link.gale.com/apps/doc/A351081923/AONE?u=lond95336&sid=AONE&xid=dd82c4bf>.  
Accessed 20 Nov. 2019.

**Яручик О.В.**

група Англ-240

Волинський національний університет ім. Лесі Українки

*Науковий керівник – канд. філ. наук., доцент Шелудченко С.Б.*

### **ОНЛАЙН ПЛАТФОРМИ / ХМАРНІ СЕРВІСИ / КОНСТРУКТОРИ ЗАВДАНЬ / ТЕСТІВ ПРИ ПЛАНУВАННІ ЗАНЯТЬ З ВПО НА ПРИКЛАДІ “Kahoot” ТА “Quizlet”**

Сьогодні, українці живуть у військовий час, Росія веде проти нашої держави агресивну війну і кількість внутрішньо переміщених осіб через бойові дії збільшується. Оскільки, отримання освіти є невід'ємним правом людини, яке гарантується Конституцією України, вчителі закладів середньої освіти та викладачі вищих навчальних закладів надають ВПО можливість здобувати знання. Оскільки, явище використання інтерактивних технологій стає все більш популярним – викладачі використовують різноманітні онлайн платформи, які є незамінними помічниками для забезпечення освітнього процесу, адже є безкоштовними, простими у використанні та економлять багато часу на організацію заняття та перевірку відповідей [1].

Одним з прикладів онлайн платформ є застосунок –Kahoot!. Здобувачам освіти подобаються викладачі, які здатні активно навчатися стратегії залучення учасників навчально-виховного процесу до теми уроку. Проте, у великих лекційних класах – важко залучити усіх до участі в діяльності та обговорення та провести оцінювання. –Kahoot! – це ідеальне рішення для створення цікавого та інтерактивного навчально-виховного процесу задля вивчення нового матеріалу. Kahoot – це інструмент, який ставить запитання студентам. Він налаштований як гра, в яку здобувачі освіти можуть грати як індивідуально, так і в групах. Викладачі забезпечують учасників освітнього процесу запитаннями з варіантами відповідей, які проєктуються на екран класу. Кожне запитання має обмеження в 95 символів, відображається від 5 до 2 секунд хвилин і обмежується чотирма варіантами відповіді. Здобувачам знань потрібно буде створити унікальне ім'я користувача, яке можна використовувати впродовж семестру. Усе, що потрібно зробити –