

# Іщук Анна Петрівна

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Рівненського ліцею “Центр надії”  
імені Надії Маринович  
Рівненської міської ради**





**Моє кредо “Вчити - значить вести до успіху”**

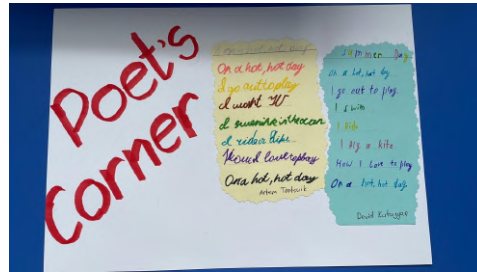
**Для мене колеги це - мої надійні партнери і досягненні спільних цілей, джерело натхнення та підтримки**

**Для мене учні це - вихованці, які відкривають світ нових знань і можливостей, надихають на викладання та взаємне вчителювання**

# Досвід. Результати роботи

робота в малих групах  
навчаючись - учусь  
“мозковий штурм”  
“коло ідей”  
“дерево рішень”  
“займи позицію”







# Публікації. Обмін досвідом

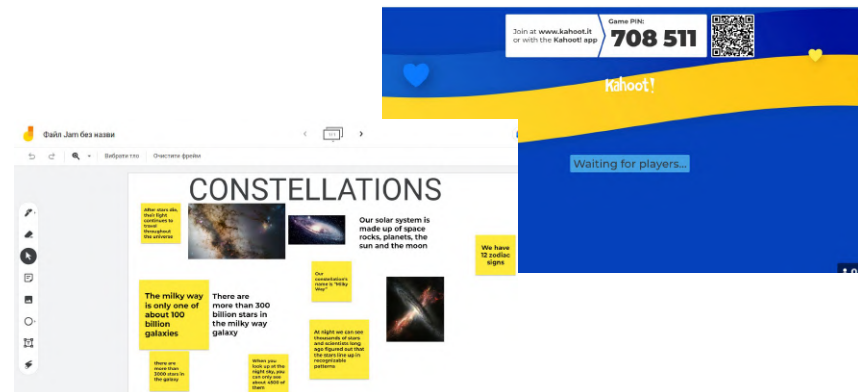
Конспект уроку для учнів 10 класу у посібнику “Формування громадянської компетентності учнів засобами навчальних предметів”

<https://iamboard.google.com/d/1y3LoO-s1CLNQNZKfRQ1mVBIQi8Rm4z1nIBp0ONiNziQ/viewer?f=0>

<https://quizlet.com/563217921/shopping-flash-cards/?funnelUUID=53baeed8-3050-4d65-ab2b-9b3197bd940f>

<https://create.kahoot.it/details/97b91c1c-c8e9-4455-9ad8-4b65300da32c>

<https://naurok.com.ua/healthy-food-in-our-lives-391774.html>



# Методична діяльність

керівник шкільного наукового товариства  
методичне об'єднання вчителів англійської мови  
творча група вчителів англійської мови  
член журі Всеукраїнської олімпіади та Рівненського відділення МАН з англійської мови  
науковий керівник МАН





RIVNE MINOR ACADEMY OF SCIENCES OF SCHOOL AGE YOUTH

### STYLISTIC PECULIARITIES OF HORROR AFTER THE EXAMPLE OF THE NOVEL "IT" BY STEVEN KING

**Yaroslav Shevchuk**, a student of the 11<sup>th</sup> grade of Rivne Specialized School "Center of Hope" after Nadia Marynovych  
**Scientific advisors:** **Bohko Iryna Petrivna**, English study group supervisor, Rivne Minor Academy of Sciences of School Age Youth, **Ishchuk Anna Petrivna**, teacher of English of Rivne Specialized School "Center of Hope" after Nadia Marynovych

**The aim of the research** is based on the analysis of the most powerful and often used expressive-stylistic means of horror implementation after the example of the best-selling novel "It" by S. King.

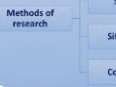
**The tasks of the research are:**  
• to consider the main genre and stylistic features of horror;  
• to define and analyze the main functions of the stylistic means as those to realize the most powerful horror effect.

**The subject of the research** is expressive and stylistic means of horror implementation based on the novel "It" by S. King with the detail study of comparison and metaphor.



The object of the research is the novel "It" by S. King as an example of the genre of horror.

The research includes 51 samples denoting the expressive-stylistic means of horror implementation after the example of the best-selling novel "It" by S. King:  
• 29 units of both the precise comparison and the comparison that contains the evaluation element;  
• 22 units of the conceptual metaphor including the convectional and ontological metaphors.



The results of the research based on the novel "It" by S. King prove that the expressive means, in particular the precise comparison, the comparison that contains the evaluative convectional and ontological metaphor, contribute to horror implementation sense of fear.

**Rivne Minor Academy of Sciences of School Age Youth**

**THE PECULIARITIES OF HORROR VERBALISATION AFTER THE STEVEN KING'S BESTSELLER "IT"**

Performed by: **Yaroslav Olexa Serhiivna**, student of the 11<sup>th</sup> grade of Rivne Specialized School "Center of Hope" after Nadia Marynovych  
Scientific supervisors: **Bohko Iryna Petrivna**, the head of the English study group of the Rivne Minor Academy of Sciences of School Age Youth, **Ishchuk Anna Petrivna**, teacher of English of Rivne Specialized School "Center of Hope" after Nadia Marynovych

**THE AIM of the research** is to give a general overview of the modern literary genre of horror, as well as to study the main expressive and stylistic means of fear verbalization in the target novel.

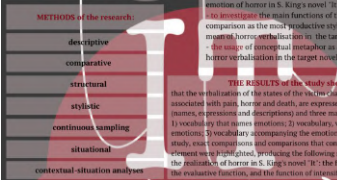
**THE ACTUALITY of the research** is determined by the variety of theories regarding the horror verbalization in English novel, which illustrates some perspectives of the study and one development as a subject.

**THE OBJECT of the research** is S. King's novel "It" as the brightest example of the modern horror literary genre.

**THE MATERIAL of the research** is the well-known horror novel by Steven King "It".

**THE SUBJECT of the study** is expressive and stylistic means of fear verbalization in novel "It", in particular comparison and metaphor.

**THE TASKS of the research:**  
• consider the main genre-stylistic features and characteristic components of the literary genre of horror;  
• determine the general features of their verbalization of the emotion of horror in S. King's novel "It";  
• investigate the main functions of the stylistic device of comparison as the most productive while and expressive means of horror verbalization in the target novel;  
• study of conceptual metaphor as a key device of the horror verbalization in the target novel.



**THE RESULTS of the study showed:**  
that the verbalization of the states of the "It" in our selection, which are associated with pain, horror and death, are expressed through lexical units (names, expressions and descriptions) and three main types of vocabulary: 1) vocabulary that gives emotions; 2) vocabulary, which describes emotions; 3) vocabulary accompanying the emotion of horror. In our study, exact comparisons and comparisons that contain an evaluative element were highlighted, bringing the following stylistic functions for the realization of horror in S. King's novel "It": the function of imagery, the evaluative function, and the function of convectional.

The selection of text fragments from the novel by S. King allowed us to highlight out the concept of fear horror, which is verbalized precisely with the help of a stylistic device, and the expressive means of a conceptual metaphor, from which a number of convection metaphors are selected (IT IS A CREEPY THING, FEAR IS A LIVING BEING, FEAR IS A PERSON, FEAR IS AN ENEMY, FEAR IS CREepy, FEAR IS EMOTIONS, ARE ENTITIES WITHIN A PERSON), which are used to interpret familiar images in everyday communication, creating a unique creepy-poetic author's images with the help of which the emotion of fear is verbalized as a key core of the horror novel.

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### THE LINGUISTIC AND STYLISTIC PECULIARITIES OF THE GLUTTONIC HUMOR ON THE MATERIAL OF THE POPULAR AMERICAN CINEMA

Performed by: **Pabohchuk Daryna Iherona**, student of the 11<sup>th</sup> grade of Rivne Lyceum "Center of Hope" after Nadia Marynovych.  
Scientific supervisor: **Bohko Iryna Petrivna**, the head of the English study group of the Rivne Minor Academy of Sciences of School Age Youth.

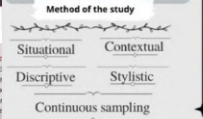
**The aim of the research** is to highlight the general concept of gluttonic discourse, as well as the stylistic peculiarities of the implementation of specific gluttonic humor on the material of the popular English-language cinema on culinary topics.

**The actuality of the research paper** is defined as the contemporary of the comprehensive analysis of linguistic implementation of specific gluttonic humor as a certain effect in the English-language culinary film discourse.

**The object of the study** is the gluttonic discourse on the material of the popular English-language cinema as an example of the gluttonic discourse.

**The subject of the study** is the linguistic and stylistic means of verbalization gluttonic humor on the material of the popular English-language cinema as an example of the gluttonic discourse.

**Tasks of the study**  
• to overview the concept of gluttonic discourse, as well as culinary humor as an important component in the paradigm of modern research;  
• to determine and analyze the linguistic and stylistic peculiarities of the gluttonic humor verbalization on the material of the English-language culinary film discourse;  
• to investigate the phenomenon of the play of words as an effective producer of gluttonic humor on the material of the English-language culinary film discourse.



**The results of the study** show the usage of linguistic and stylistic means of speech aimed for the implementation of specific culinary humor and the popular English-language cinema on culinary which we distinguish metaphor (and) as an irony, simile, personification, stylistic one etc., and words, as the most powerful production humor, which is based on a pun the main feature the usage of the ambiguity of played words.



### Travel & Living Channel

### THE SOURCE OF THE RESEARCH



### Travel & Living Channel

### STYLISTIC DEVICES USED IN THE TITLE FORMATION AFTER THE EXAMPLE OF TLC CHANNEL



### Travel & Living Channel

Rivne Minor Academy of Sciences of School Age Youth



### The verbal and non-verbal peculiarities of the communicative situation of the teenage flirt (based on the novel by Jenny Han "The summer I turned pretty")

Performed by: **Tashchuk Daria Baniushina**, student of the 9<sup>th</sup> grade of Rivne Lyceum "Center of Hope" after Nadia Marynovych.  
Scientific supervisor: **Bohko Iryna Petrivna**, the head of the English study group of the Rivne Minor Academy of Sciences of School Age Youth.

#### The Aim of the study:

To highlight the essence of the communicative situation of teenage flirt, its verbal and nonverbal characteristics, as well as the linguistic and stylistic means of youngsters' flirt manifestation after the example of the novel "The summer I turned pretty".

#### The actuality:

The anthropological orientation in linguistics, which is due to the scientists being interested in the flirt concept, study, and the interaction of its verbal and nonverbal communication aspects, as well as the age component influence on their usage within the common one situation of flirt.

#### The subject:

Verbal and non-verbal English-language peculiarities found to implement the communicative situation of flirt after the novel by Jenny Han "The summer I turned pretty".

#### The object:

The communicative situation of teenage flirt detected in the dialogues of the romantic youth novel.

#### The tasks of the study:

- to overview the concept of the communicative situation of flirt as the core element of young people communication;
- to consider the verbal and nonverbal characteristics of the teenage flirt communicative situation after the novel;
- to determine and analyze the linguistic and stylistic features of the teenage flirt communicative situation in the target novel.

#### The results of the research:

Based on the dialogues of the target youth novel to denote the communicative situation of flirt, we've come up with the following conclusion that the verbalization of the flirt concept as well as its manifestations have been implemented via the set of verbal (lexical and stylistic means of speech) and nonverbal (kinetic, prosodic, paralinguistic) components. However, the combination of these verbal and nonverbal communicative components leads to the successful communicative process of teenage flirt, that has been proved in the course of the research. Consequently, the main features of teenage flirt have been singled out as following: the emotional restraint aimed to hide true feelings; the usage of specific vocabulary to characterize the communicants of this age category (slang, idioms, vulgarisms, exclamations, etc.); the communication charged with specific sense of humor ( jokes that are understandable to the participants of the young age); the presence of the one-down-and-banter concepts which is a mutual exchange of annoying remarks between the communicants.

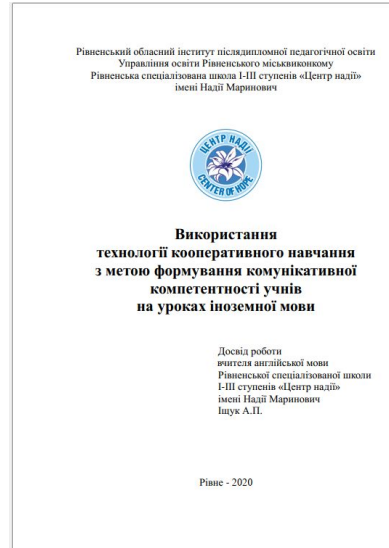
**The methods of the study:**  
• Descriptive  
• Stylistic  
• Contextual  
• Situational  
• Continuous sampling



# Участь у професійних конкурсах

переможець XVII обласного конкурсу-ярмарку педагогічної творчості в номінації “Іноземна мова (іноземна)”

переможець міського конкурсу “Разом до інноваційного уроку” з іноземної мови





# Результативність роботи

2019 р. Дарія Басюк (переможець IV етапу Всеукраїнської олімпіади з англійської мови )

2019 р. Дарія Басюк (переможець III етапу Всеукраїнського конкурсу-захисту науково-дослідницьких робіт МАН )

2020 р. Ярослав Шевчук (переможець II етапу Всеукраїнського конкурсу-захисту науково-дослідницьких робіт МАН )

2021 р. Ярослав Шевчук (переможець II етапу Всеукраїнського конкурсу-захисту науково-дослідницьких робіт МАН )

2020-2021 зр. підготувала учнів до успішного складання PEIC B2 level (Person English International Certificate)

2023 р. підготувала учнів до успішної участі в Міжнародній онлайн олімпіаді "Олімпіс" (7 дипломів I-го ступеня, 4 - II-го ступеня, 1 - III ступеня)





# Професійне зростання

курси підвищення кваліфікації  
(РОІППО, EdEra)

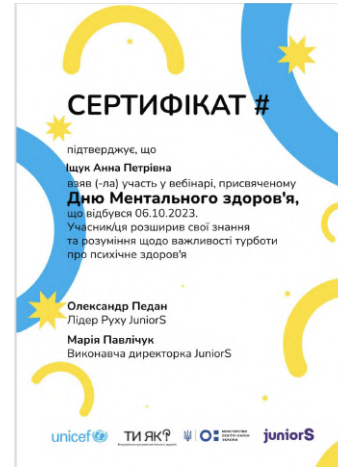
семінари, вебінари, відеомарафони на  
платформах: Dinternal Education, Express  
Publishing, Cambridge, Всеукраїнський  
онлайн-флешмоб до Дня ментального  
здоров'я, НМЦ «Освіта. Діти.  
Майбутнє», Бюро Знань провайдер  
якісної освіти "Генеза"

розробка електронних освітніх  
ресурсів



Quizlet

Kahoot!





**НАВЧАТИ**  
**НАВЧАТИСЬ**  
**ЗРОСТАТИ**