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READING AS A SYMBOLIC BRIDGE FOR THE CULTURAL AND SPIRITUAL HERITAGE

Reading is defined as an interactive cognitive process in which readers interact with text and author's perspectives. Reading activities in the process of teaching ESL are of great importance. They brush up on grammar and linguistic skills, broaden students' cultural outlook, develop their creativity, aesthetic taste and critical thinking. What is more important they increase students' intrinsic motivation and self-esteem.

The purpose of the paper is to highlight the importance of learning English through reading as a symbolic bridge for the cultural and spiritual heritage of many generations.

Ray Bradbury said: "You don't have to burn books to destroy a culture. Just get people to stop reading them." A culture is a way of life of a group of people- the behaviors, beliefs, values, and symbols that they accept, generally without thinking about them, and that are passed along by communication and imitation from one generation to the next.

Indeed, most things cannot be enjoyed without friends – but reading can. We can be at home and can travel around the entire world at the same time! We can understand the reason for thousands of things. Living in this epoch, we can talk with those who lived long ago. Although we may be unworthy, we can become true friends of wise men. Only books can give us these pleasures and phenomena.

Stories is a good way to develop human emotional sphere. They can make us feel excited, sad, happy, surprised. The characters come 'alive' and we escape our

world – living for a moment in a magical, different experience. It's a powerful and motivating way for students to learn authentic language as well.

Reading for young learners help children learn vocabulary, sounds, rhythm and intonation through audio scripts, use their imagination and thinking skills to 'work out' meaning and predict what happens next, and develop their understanding of the world, life experiences, relationships and feelings.

As students get older, they may prefer to read by themselves. Discussion of stories

gives us lots of chances to ask questions, have disputes and debates and use a language. It's also a great way to develop a range of skills, such as imagination, creativity, thinking skills and understanding of emotions and relationships.

In this paper the dystopia "Brave New World" by Aldous Huxley is our concern. The novel was written between World War I and World War II, an era of technological optimism and invasion of totalitarianism. Using satirical situations and ironic reactions to them, the author laughs at his contemporaries' naive beliefs in science as a way of avoiding human sufferings, caused by diseases and wars. Aldous creates the World State of a futuristic society, which revolves around efficiency and self-gratification. There is no place for emotions, individuality or traditional relationships [1]. Class discrimination, conditioned by growing embryos within tubes and incubators, absence of any humanity, group thinking, rejection of personal space– this is the principles of the World State.

Our reality seems to be evolved from Huxley`s fantasy: emotional exhaustion, lack of morality, but perfect life with no sadness and sickness – affluent society. To sum up some novel challenges we can emphasize the following:

1.The allegory hatching out the fetus from tubes resembles our hothouse ambiance exist. Growing in the industrial world, we lost the value of life and just let it go. Here are herd instincts, alienation from personal beings and problems of others, which not make difference between us and animals.

2. The person exposed by mass media with its ideals and power of the collective thought, cannot identify himself as a free man. The fear of solitude and desire to merges with most let relieve yourself from responsibility for decision-making, which allows high society to control our consciousness as in Huxley`s novel.

3. Searching the most comfortable life, we refuse to feel anything else except pleasure just like heroes in “Brave New World”. There is an excipient like a “soma” – “euphoric, narcotic, pleasantly hallucinant” [2]. But where is the real taste of life with its fall and rise? Today we can get what we want, but only in a book, we have a chance to see the results.

4. In the context of liberalization, the concept of a traditional family is depreciating. Living for your own is easier for modern couples. It seems like we go ahead to Huxley`s civilization.

5. Intensively progressing science, again and again, convinces a man in the power of his deity-like a mind. But, as the novel tells, no machine made by people can create the human with a soul and freedom of will.

We emphasize, that “Brave New World” is a unique literary work for an average reader because it helps us rise above the futility and chaos of daily life... to seek a deeper truth to our existence. In general, it is a great idea to learn authentic language based on world literary masterpieces with the purpose to awake even the most passive learner.

REFERENCES

1. Brave New World Analysis. [Electronic resource] – Available at: <https://www.shmoop.com/study-guides/literature/brave-new-world/analysis>

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