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THE VERBAL INTERPRETATION OF LANGUAGE GAME IN THE PROCESS OF HIGHER EDUCATION LEARNERS' FL COMMUNICATIVE COMPETENCE DEVELOPMENT

ВЕРБАЛЬНА ІНТЕРПРЕТАЦІЯ МОВНОЇ ГРИ У ПРОЦЕСІ РОЗВИТКУ ІНШОМОВНОЇ КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ У ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ

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Abstract. *This research delves into the intricate dynamics of language games within the context of higher education, specifically focusing on their role in the development of communicative competence in foreign language (FL) learners. This study explores how verbal interpretation, as a crucial component of language games, influences the acquisition and enhancement of communicative competence in FL learners. Through detailed analysis of verbal interactions, discourse patterns, and language-related activities, the research seeks to identify how language games contribute to the development of communicative competence. The study also investigates the impact of cultural and contextual factors on learners' verbal interpretation and its implications for FL proficiency. The findings of this research aim to provide insights into pedagogical approaches that optimize the integration of language games into FL education, fostering a more effective and immersive learning environment. By understanding the verbal interpretation of language games, educators can tailor instructional strategies to meet the diverse needs of FL learners, ultimately enhancing their communicative competence and cultural sensitivity in the globalized landscape of higher education.*

Keywords: *language game, FL communicative competence, higher education learners, communicative situation, FL proficiency level.*

Introduction.

Language game in a scientific context is traditionally associated with the phenomenon of ambiguity in any language. A language game, which arises due to the ambiguity of the lexical design of a statement or context, can be considered both from the diachronic and synchronic aspects. The essence of the diachronic aspect is the production of a language game by introducing an additional, i.e. secondary meaning into the context of a communicative situation, which is usually created by humorous discourse. The synchronic aspect requires that a learner in the role of speaker understands the humorous connotation created by the language game not based on intuition or linguistic guess, which is possibly provided that they clearly understand all the meanings of the context and have a sense of humor in the communicative situation. The study investigates how language games, when strategically incorporated into the teaching process, contribute to a more dynamic and engaging learning environment. By combining the theoretical framework of language games with established methodologies of foreign language teaching, educators can create a more effective and learner-centred approach to language acquisition. The study draws

on the theoretical foundations of verbal interpretation of language game, highlighting the its role in fostering active engagement, meaningful communication, and contextual understanding. By incorporating verbal interpretation of language game principles, the research aims to create a symbiotic relationship between theory and practice in the FL teaching context.

Main text.

The most important aspect of the language game is its ambiguity, an additional connotation that appears as a result of operating with lexical units using semantics, grammar, or phonology. The art of using language play to create a humorous discourse is possible if you can recognize the derived comic meaning of a communicative situation. If a learner has this ability, they can either laugh at the joke, realise the subtext of the author of the expression, or take it as a serious statement without putting in comic stylistic coloring. In this way, we can confirm the thesis that linguistically comic connotations appear precisely as a result of the use of language game phenomena.

It is worth noting that language play has related terms such as "wordplay", "pun", and "everyday joke". Linguists give different characteristics of language game. The notion of a language game originates from Ludwig Wittgenstein, who called any kind of language-related activity a language game. In his interpretation, a language game appears as "...a whole consisting of language and the activities from which it is woven" [5].

Researcher T. L. Vydaychuk argues that the phenomenon of language game includes several narrower functional ranges of not only stylistic but also linguistic and stylistic means. That is, the linguistic component is combined with the functional component in the context [1].

In contrast to the old view of the concept of language play, we took the opportunity to apply the technology of a modern information bank contained in the Chat GPT website database. Artificial intelligence presents the concept of language game by noting its function of pointing out specific uses of language to create humor, expressiveness, or effect. This includes the use of various linguistic techniques such as verbal jargon, creative language devices, wordplay, irony, sarcasm, alliteration, paronyms, antonyms, and so on. Language games can be used in literary works, public speaking, fiction, advertising, comedy shows, and everyday communication to create interesting effects. They can be a means of creating humor, emphasizing important points, or drawing attention to certain aspects of language. Artificial intelligence also cites an example from the English language, the expression "It's raining cats and dogs," as a language play, as it uses an unexpected image to describe heavy rain. Language play helps enrich language and makes communication more interesting and expressive [7].

Comparing the views on language play of the last century's researchers and the information provided by artificial intelligence, it can be argued that the main theses about the connection between language use in different situations are key in both definitions. In this context, wordplay will be considered "as a word-forming part of the language game", i.e. lexical material that expands the concept of "language game". The concept of "wordplay" refers to the use of words or phrases to create a

humorous effect, associations, or irony. Wordplay can be used to create jokes, humorous situations, or to enhance the impression expressed in words. Examples of wordplay include techniques such as alliteration (repetition of sounds), paronymy (words that have similar pronunciations but different meanings), antonymy (the use of opposite words to create contrast), and metaphors (comparisons between different objects or concepts). Wordplay can be characteristic of literary works, poetry, comedy, jokes, and various types of creativity that use language to create intrigue, laughter, or rhetorical effect [7]. It should be added that the main features of wordplay are brevity, conciseness and an unexpected turn of phrase, and it is considered beneficial for FL communicative competence development.

A separate type of language play is a language joke. A language joke is a form of humor that is based on wordplay, language intrigue, or the use of language features to create funny situations or jokes. This type of humor may include elements such as:

- wordplay: the use of words or expressions that have many meanings or sound similar to create humorous connections or associations;
- parody: the use of words that sound similar but have different meanings to create unpredictable funny situations.
- irony and sarcasm: The use of reversed language to create a humorous effect when words clearly contradict their ordinary meaning;
- alliteration: The repetition of sounds or letters in different words to create harmony and rhythm in a text;
- flaws in language: the use of grammatical or stylistic errors to create comic situations;
- jargon and linguistic features: the use of specific words or expressions characteristic of certain groups or professions to create humorous situations [7].

In this paper, we will consider a wordplay presented in the form of a pun. A pun is a wit based on the use of different meanings of a single word or several different words that are similar in sound; a play on words [6]. A pun has two main criteria that distinguish a pun from all other types of wordplay: duality and humorous and satirical effect. It is these features that allow us to exclude such phenomena as ordinary sound similarity, homophones in rhymes, etc. from the concept of "pun".

A pun is also seen as a special form of language joke based on wordplay, namely the use of words that sound the same or similar but have different meanings or spelling differences. Puns create a humorous effect through unexpected associations or double meanings of words [7]. The use of wordplay in the form of a pun is not a necessary condition for ambiguity, but it can be seen as evidence of two different meanings inherent in language play.

Having reviewed the synonymous concepts of language play, it is worthwhile to dwell in more detail on its elements and the means used for its verbalization. A number of works by foreign linguists provide a classification based on the principle of expressing elements of language play in discourse [3, 4], and, studying the phenomenon of language game created by means of homonymy, paronymy, polysemy, etc., they identify two subtypes of it: paradigmatic and syntagmatic. Paradigmatic language game involves the formal expression of only one transformed

meaning in the text, while the second remains hidden, i.e. implied; syntagmatic play involves the formal expression of both transformed meanings simultaneously. Often, this binary opposition is not sufficient to describe all types of language play, and this leads to the need to distinguish mixed types of language play [3].

For a more detailed study of the verbalization of language game, it is worth analyzing the stylistics of humorous discourse. In our work, we note that the elements of the language game are such means as:

- homonyms: words that have the same sound but different meanings;
- paronyms: words that look or sound very similar but have different meanings;
- antonyms: words that have opposite meanings and are used in a way that creates a contradictory context;
- sound associations: The use of words that sound similar but have different roots;
- wordplay: The process of playing with the meaning of words or phrases, transferring them from one context to another, thus creating a humorous effect.
- creativity: using one's imagination and creativity to create unexpected or humorous connections between words and phrases.
- linguistic ambiguity: a linguistic phenomenon in which one word has several different meanings or senses that may have different stylistic colors.

We should also mention grammatical homonyms, which are also graphical homonyms. They can be difficult to understand for learners. Grammatical homonyms are words that are different parts of speech and completely coincide in sound and spelling, while having different lexical meanings, grammatical features, and functions in a sentence. Here are some examples: in English, ‘will’ can be a noun: You have no will and a semantic verb: She was willing herself not to cry (She was forcing herself not to cry), as well as an auxiliary verb: What will he do with it? Will you stop here, please [8]. In English, we find grammatical homonymy, which is complicated by homophones, or so-called sound associations, for example: words of the same or different parts of speech that have similar sound but different meanings, grammatical characteristics and spelling: lesson - lessen; homophones expressed by a combination of words or a phrase: bar tender - bartender [8].

To summarize, it is worth noting that homonymy can be complete and partial. The presence of homonyms in the language is obligatory and natural, due to both physiological reasons (the principle of economy in the system of word use) and the very nature of the language as a system, in particular, phonetic and semantic changes. As for the function of using homonymy to create a language game, the similarity of word forms is obvious, which is the basis for the use of homonyms in humorous discourse.

Paronyms as a means of language play are based on the same principle as homonymy. After all, the close sound of paronyms, which is often difficult to track in oral communication, can contribute to a false perception of the context by substituting the meaning of a word or phrase, which certainly leads to a comic coloring of the communicative situation. For example, in the phrase Only through reform we can make him conform to wear our uniform [9], we find three words with

a common morpheme, which creates a rhyming effect that levels the seriousness of the communication.

Antonyms as a means of creating a language game function on the opposite of meanings and are mostly used in a sarcastic context. In humorous discourse, antonyms serve as a counterpoint or contrast, which are perceived as comedic devices in a communicative or narrative situation. However, most often antonyms are used partially, i.e. in a sarcastic context, words are used in their direct meaning, but the connotation is the opposite. Here is an example of antonyms in humorous discourse: "I love spending time with my in-laws; they're the best!". The phrase sounds quite natural in its literal sense. However, in most cases, relations with one's in-laws are not very good, so in a sarcastic context, we will have an antonym meaning of the lexical items used in the phrase.

Such elements of language game as wordplay and creativity are distinguished features that we have already defined, so furthermore, we will focus on the phenomenon of polysemy or polysemy in more detail. The difference between polysemy and homonymy is recorded in explanatory dictionaries. You can distinguish them by their location in the explanation of the word's meaning: the dictionary description of a polysemous word is reflected in one dictionary entry, while homonyms are described in different ones. Although, both terms are often used in the same context, polysemy is still more common and more significant. It usually arises as a result of the word formation process and is extremely important for the functioning of the language as an effective system for transmitting other [2, p. 7]

As it was found out, in humorous discourse, polysemy is used to create jokes and comic effects in different types of contexts by using different meanings of a word. Most often, polysemy is used to create puns, double meaning or ambiguity, i.e. wordplay and irony or sarcasm. An example of a pun created with the help of polysemy is the expression "I used to play piano by ear, but now I use my hands", which can be translated directly as "I used to play the piano by ear, but now I use my hands". The comedy lies in the use of the ambiguous phrase "by ear", which can mean both playing music without notes and playing by ear. The second part of the phrase indicates self-irony, i.e. it is immediately clear which of the two meanings the author of the phrase has in mind.

Wordplay caused by double entendres uses ambiguity to create humorous discourse, including a phrase or sentence that can be interpreted neutrally in its primary meaning and negatively or obscenely in its secondary meaning. The phenomenon of ambiguity causes confusion, which leads to the creation of a comic context. For example, in the phrase "I saw a man on a hill with a telescope" ambiguity arises from grammatical relations in the sentence that do not allow us to understand whether a man or a telescope is on the hill. This is what causes humorous interpretations of the language game.

We have already described irony as a phenomenon of language play, but it is worth tracing its interaction with polysemy on a separate example. Irony is closely related to ambiguity and often involves the use of polysemous words to create humorous discourse due to the mismatch between the language design and the communicative situation. For example: "I'm on a seafood diet. I see food, and I eat

it!". In the above phrase, the homophones sea and see are used in such a way as to provoke an ironic coloring of the statement, since they level the meaning of the sentences in relation to each other. Thus, it can be argued that for humorous discourse, polysemy is a valuable tool and is used to create an unexpected change in the perception of the context. Linguistic polysemy is the wide realization of different possibilities of using a word, construction and expression and having a variety of meanings in a statement.

Summary and conclusions.

In conclusion, it is worth noting that language game is an integral part of humorous discourse and can be created with the help of a number of means that carry an additional semantic load and are flexible in perception between learners in the process of their communication. The most common means are polysemy and homonymy, which act in different ways but create a similar effect of comedy in the discourse. In terms of stylistics, language game functions most of all as a means of creating puns, ironic and sarcastic expressions and can be considered as a learners' language proficiency level. The research also examines the benefits and challenges associated with integrating verbal interpretation of language game into FL teaching methodologies. Positive outcomes may include increased motivation, improved oral proficiency, and a deeper understanding of language in context. Challenges such as resource constraints and potential resistance from educators will also be addressed. This study contributes to the ongoing discourse on effective language teaching methodologies by proposing a practical approach that integrates the verbal interpretation of language games into higher education FL classrooms. The findings aim to inform educators, curriculum designers, and policymakers about the potential benefits of incorporating verbal interpretation of language game into FL teaching methodologies to enhance communicative competence among learners.

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Анотація. *Це дослідження досліджує складну динаміку мовної гри у контексті вищої освіти, особливо зосереджуючись на їхній ролі в розвитку комунікативної компетенції у тих, хто вивчає іноземну мову. У цьому дослідженні розглядається функціонування вербальної інтерпретації як важливого компоненту мовної гри, що впливає на набуття та розвитку іншомовної комунікативної компетенції у студентів. Завдяки детальному аналізу вербальних взаємодій, моделей дискурсу та пов'язаної з мовою діяльності, дослідження намагається визначити засоби мовні ігри, які сприяють розвитку комунікативної компетенції. У дослідженні також аналізується вплив культурних і контекстуальних факторів на вербальну інтерпретацію учнів і його наслідки для володіння іноземною мовою. Результати цього дослідження мають на меті надати розуміння необхідності використання педагогічних підходів, які оптимізують інтеграцію мовної гри у навчання іноземної мови, сприяючи менеджменту для створення більш ефективного та захоплюючого навчального середовища. Розуміючи вербальну інтерпретацію мовних ігор, викладачі можуть адаптувати навчальні стратегії, щоб задовольнити різноманітні потреби тих, хто вивчає FL, зрештою підвищуючи їхню комунікативну компетентність і культурну чутливість у глобалізованому середовищі вищої освіти.*

Ключові слова: *мовна гра, іншомовна комунікативна компетенція, здобувачі вищої освіти, комунікативна ситуація, рівень володіння іноземною мовою.*