information interpreting the 'quasireality' of fantasy literary text created by the author [2, c. 67].

The thematic parts (domains, parcels and sub-parcels) of the onymic space differ in exposure of onyms' density that depends on the number of onyms and their iterations in the text. High density of onyms points to accentuation and thus importance of the respective referents for the literary text. Onyms' density of the domains is compatible with the content of the literary text which narrates about the magic land with its territories, magic plants and beasts, with its inhabitants who believe in magic, create and use magic artefacts.

AccordingtoSemanticsofLingualNetworks [1], possession of a proper name by the referent is represented by BPS of personification: "X-individual is PS-personifier (PN)". The Personifier, or PN, can be non-motivated and motivated. In the latter case it represents a fragment of the referential meaning, or information about the possessor of the PN. This fragment, shaping the onym's inner form, agrees with one or several predicates of other BPS. Therefore, onyms may have different onomasiological structures which reflect specific features of referents they name.

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TAKING ACCOUNT OF LINGUISTIC MEDIATION COMPETENCE IN ELT

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It is essential that second language teachers take the mediation competence into account for a number of reasons. This competence can be regarded as a component of the broadercompetences: intercultural and plurilingual, which are a cross-cutting element of all language learning experiences.Students'ability to switch smoothly from one language to another, from one culture to another and act as a mediator for peopleduring an interaction,conversation, and collaborationshould meet present-day requirements. The competence provides students with the means toraise their awareness of different cultural patterns and analyze their own communication, emotional and cognitive reactions from a cultural perspective.

Secondly, thelinguistic mediation competence enables students to use their plurilingual, pluricultural repertoire in knowledge building and present in one language information acquired in different languages. As a result, it facilitates an educational process in general and promotes students' self-development, self-education, and informal learning. Therefore, students improve skills of cognitive and relational mediation too: establishing a positive atmosphere, resolving delicate situations and disputes, creating and managing a collaborative environment, stimulating and developing ideas within a group, generating conceptual talk, etc.

Thirdly, the ways in which the competence is taken into consideration are complimentary in nature and diverse. Linguistic mediation activities require a flexible use of a wide range of skills and strategies: adjusting a language and speech, breaking down complicated information and establishing connections,amplifying and streamlining texts, explaining, clarifying, summarizing, etc.Many mediation tasks that are not immediately interactive and involve listening or reading of texts, processing, and then reproduction of some information in an adapted form to address the needs of a recipient. Thus, the development of the competence leads to various activities and tasks, but the very essence is to select those that are relevant to students' levels and interests.

RED AND BLACK THROUGH THE FILTERS OF CULTURE

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The paper focuses on the study of the red and black colors symbolic meaning in the works of English, Ukrainian and Russian writers with regard to their cultural as well as psychosemantic background. Toaccomplish such analysisa setthefollowing**tasks**hadtobefulfilled:toshow the specificity of color as an object in psychosemantics; to shed light on the core of theethnolinguistic investigation of color symbolism; to examine the symbolism of red and black color in different cultures; to study the semantics of red and black color in the works of English, Ukrainian (Russian) authors involving intertextual parallels traced in case of precedent phenomena; to reveal the symbolic meanings of red and black color usage in the chosen for analysis literary texts (St. Crane's novel *TheRedBadgeofCourage*, O. Wilde's story *TheCantervilleGhost,* R. Kipling's tales from *The Jungle Book,* etc.) .

The present study employed the method of cultural concepts and literary works critical analysis for the deep and comprehensive study of color symbolic meanings; the method of solid sampling to get an array of the colors; textual-interpretative analysis of red and black color usages to determine their stylistic, emotional and evaluative functions as well as their correlation with the text message; the archetypal analysis to consider the text submergence into the realm of culture; the method of cognitive mapping to represent the cultural engrainment of red and black colors usage.

To analyze color as a linguistic and cultural phenomenon the researcher should consider the following facts and factors: the meaning and the influence of color upon a person (studied by psychology and psychosemantics); the ethno-psycholinguistic, linguistic and cultural aspect of colors perception and interpretation by different cultures representatives; the literary text cultural code taking the form of stereotypes,