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SECTION: CULTURAL SCIENCE

**Alimova Muxarram Hayatovna, Oripova Muhabbat Joraqulovna
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THE INTERACTIVE METHODS OF TEACHING CULTURE

Abstract: *Culture is a crucial concept in language teaching; therefore, culture and language cannot be separated from each other. This paper aims to explore Cultural awareness, which is necessary for effective language learning. The concept of culture and the relationship between language and culture is also discussed. This article dealt with finding more appropriate and effective ways of teaching cultural awareness in learning language.*

It is clear that understanding language involves not only the knowledge of grammar, lexicology or phonology but also a certain features of the culture. To communicate effectively a person should know culture of the nation as well. In other words, language is a part of culture and culture is a part of language. The two are interrelated to each other and the one cannot separate from another.

Key language: *cultural awareness, monolithic culture, communication, validity, anxiety, invervation, grouping, pacing, adaptation.*

Introduction. The topic of teaching and learning culture has been a matter of considerable interest to language educators and much has been written about the role of culture in foreign language instruction over the past four decades. In a rapidly changing world where monolithic cultures are almost becoming a myth, English as an international language has become instrumental as a medium of communication and interaction between various cultural groups across real and virtual borders. Thus, the development of intercultural and cross-cultural skills using English has become more than desirable.

For insightful analyses see Morain, 1986; Grittner, 1990; Bragaw, 1991; Moore, 1991; Byram and Morgan, 1994. Most importantly, in recent years various professional associations have made significant efforts to establish culture learning standards (Standards, 1996; AATF, 1995). However, there have been few critical reviews of the literature. In certain respects this is not surprising because culture learning is not exclusively the domain of language educators. On the contrary, the field is highly interdisciplinary in nature; contributions to the knowledge base have come from psychology, linguistics, anthropology, education and intercultural communication. Moreover, anthropologists, intercultural communication scholars, and psychologists, in particular, have studied cultural phenomena quite apart from their relationship to language learning.

Now, it is understandable what culture is? What/ who makes it occur? What problems can exist while communicating two different cultural people? What is

stereotyping? And so on. However, one problem is how to explain language educators to be aware of the cultures that they are learning the target languages. **Methodology.** After searching a lot of information, it could be found several approaches to teach cultural awareness by several scholars and they give important advices for teachers.

For example, Lafayette (1988 p. 47) and Hadley (2001 p. 23) suggest that a simple, direct approach that makes use of existing content and practice be required in the teaching of culture. Students should acquire facts or basic information necessary for the comprehension of most cultural concepts. He groups 13 goal statements into five categories to suggest what students should know:¹

- 1) Knowledge of formal or "high" culture such as major geographical monuments, historical events, institutions and arts;
- 2) Knowledge of everyday well-known culture;
- 3) Affective objectives such as values of different people and societies;
- 4) Multicultural objectives plus the understandings of the culture of people living in the United States and non-European people who speak English around the world;
- 5) Process objectives such as evaluation of cultural statement validity.

Tomalin and Stempleski (1998) strongly recommend that these goals should be considered when a lesson plan is prepared, and integrated into these practical teaching principles:²

1. Use the language taught as a means to access the culture.
2. Incorporate the study of cultural behavior in each lesson.
3. Aim that students achieve socio-economic competence which they feel is needed.
4. Aim that students of all levels understand cross-cultural measurement: being aware of their own culture and the English language culture.
5. Realize that behavior cannot be changed due to a teaching of culture, but only the awareness and tolerance of the cultural influences have an effect on everyone's behaviour.

The fifth principle is a practically good justification of the importance of cultural awareness rising. However, Ryffel warns that incorporating culture learning activities for language education programs does not only mean adding such activities in a lesson plan.

It is necessary to take two important things into account, exactly, structure and strategies:

First, activities must be carefully structured. Activities do not mean only fun or meaningless games. Rather, they need to realise emotional reaction of both students and teachers. Meaningful learning must occur from the activities.

Second, activities must be adapted by applying culturally sensitive strategies, which can help reduce discomfort and anxiety of the students. Safe learning environment must be established to comfort the students. This affective side of culture instruction is supported by Brown (2000) who states that it is

¹ Hadley, A.O. (2001). Teaching language in context. (3rd edition). Boston, MA: Heinle&Heinle

² Tomalin, B. and Stempleski, S. (1998). Cultural awareness. Oxford

essential that the teachers be sensitive to the emotional aspect of the students when teaching a foreign or "alien" language.³

The teachers need to use techniques that promote cultural awareness and understanding. According to Brown (2000), role-play can be used to help students feel more comfortable with cultural problems. Besides a promotion of oral communication, role-play promotes cross-cultural dialogues among students. Role-play can also be employed effectively with students of any proficiency level.

However, since culture is a sensitive issue, Ryffel (1997) points out that there are two major concerns about learning activities that are culturally sensitive: choices of the activities, and the adaptation and use of the activities.⁴

1. Choices of activities

When choosing the activities, the teacher should consider the following:

- ❖ Logistics: time constraints, space limitations and materials.
- ❖ Aims and nature: objectives of the topic, risk level and balance with other kinds of activities.
- ❖ Students: language level, cultural adjustment stage, preferred learning styles, and classroom expectations.
- ❖ Teachers: teacher-student relationship, level of comfort with culture-learning activities and experience.

2. Adaptation and use of activities

After the selection of the culture activities, consideration of how to adapt and use them will be the next step. The following are the criteria:

- ❖ Instruction: Be clear and consistent, use clear language and give examples or models, check whether students understand the directions.
- ❖ Pacing: Reduce anxiety by having set routines, do the activity slowly and step-by-step.
- ❖ Teacher participation or intervention: Participate in the activity and help students as deemed necessary; however, this should be done in a balanced manner. Be patient with students' silence.
- ❖ Grouping: Be careful when assigning students into groups. In some cultures, people with different hierarchical levels do not work together. Let them organise their groups in case of uncertainty. This is a particularly effective guideline for teaching adult learners.
- ❖ Student participation: Some activities such as role-play and simulations contain high degrees of risk because of uncertainty. Solution can be obtained by having a small group take responsibility for the role or task rather than an individual student.
- ❖ Learning preferences: Use a variety of tasks to serve all learning styles of different students. Have them work alone or in group.
- ❖ Discussion: Use open-ended questions, not yes-no questions to promote discussion except with low proficiency level students.

³ Brown, D.H. (2000). Principles of language learning and teaching. (4th edition). New York: Longman.

⁴ Ryffel, C. (1997). "From Culture Teaching to Culture Learning: Structures and Strategies for Increased Effectiveness. In A. Fantini (Ed.)

❖ Student as information source: Value students' ideas and have them realise that by writing their ideas on board, copying and distributing them to the class.

❖ Teacher as information source: Be willing to take a more traditional role of teacher as a source of information at the beginning by giving short lectures, guidance and input; however, gradually reduce this type of role over time. (Ryffel 1997,p.28)

Some strategies for teaching culture are also given by Byram M. for non-native speakers of the target language, which can be applied for non-native English teachers:⁵

❖ The lecture: It is the most common and effective technique if the teacher is careful to deliver a short lecture; motivate students with visuals, realia and others related to personal experience; emphasise some specific aspects of cultural experience, allow students to take notes; and use follow up techniques in case of the use of English to ask questions, practice new vocabulary, or structure.

❖ Native informants: The classroom teacher can use native informants as a valuable resource both for current information about English and language models.

❖ Audiotape interviews: Informal interview with a native speaker can provide information about the English culture. Teachers can interview native speakers in their community and record informal conversation on topics relevant to the cultural course materials. It is suggested that language used should be at the appropriate level of the students.

❖ Videotaped interviews/Observational dialogues: Videotaped interviews and role-plays in different situations are very effective for teaching culture because it gives natural, authentic language exchanges. Non-verbal information can be provided as well. From the videotaped interviews, students can learn language and gesture conventionally used in various situations. Other important cultural features can be learned as well such as appropriate social distance, eye contact, and others.

When reading, students will try to interpret the texts by using their native-language cultural schema which can cause danger for their understanding of the texts if their cultural schema is different from those presented in English texts. Therefore, to solve this problem, Hadley (2001) suggests that firstly, teachers use the English texts about the English culture that are not too much different from the reality of the students' native language or their own cultural experiences. Secondly, as a starting point, students may learn from English texts about some aspects of their own native culture, with which they are familiar.

Conclusion. Culture has in its broad sense two major components. The first, sociological or anthropological culture refers to daily activities of people, their values, and attitudes. Language also belongs to this group. It is necessary to study language in order to be able to understand the target culture since society cannot be wholly understood without the knowledge of its language. The second component is the history of civilization. It traditionally represents elements of culture in language teaching including geography, history, achievements in the sciences, the social sciences, the arts and forms framework for the sociological culture; it

⁵ Byram, M. (1989). Cultural studies in foreign language education. Avon: Multilingual Matters Ltd.

represents the heritage of people and as such must be appreciated by the students who wish to understand the new target culture.

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SECTION: INFORMATION AND COMMUNICATION TECHNOLOGIES

**Shodiev Muhiddin, Abduvalieva Dilnoza, Norkuzieva Iroda
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THE ROLE OF INTERNET TECHNOLOGIES IN THE MODERN CONCEPT OF ENGLISH LANGUAGE TEACHING

Summary: *The use of Internet resources in teaching foreign languages undoubtedly carries a huge pedagogical potential, being one of the means that turns teaching a foreign language into a living creative process. Of course, one should not forget that teachers teach, not computers. A computer is just a complex machine in the service of man, and it will never replace a teacher. A modern foreign language lesson cannot meet the requirements of new standards in teaching if the teacher does not apply new technologies. All types of educational Internet resources were examined in detail, examples of their use in the English lesson were given. Particular attention and priority was given to such promising and creative activities as a web quest, which is a challenge with elements of a role-playing game.*

Keywords: *internet, computer technologies, media, self-improvement.*

The rapid development of the latest information and communication technologies, the creation of a new information environment for human life characterizes the entry of mankind into the era of the information society. In recent years, the question of the use of new information technologies in educational institutions has been increasingly raised. This is not only new technical means, but also new forms and methods of teaching, a new approach to the learning process.

Teachers and teachers involved in the practice of teaching foreign languages can receive any kind of information on the Internet. The Internet also provides an answer to almost any question. Most educators believe that they can benefit a lot from using online resources. The Internet is used as a way to obtain information, restore knowledge or exchange experience with other teachers from other countries. Through the Internet, teacher training, all kinds of testing and obtaining certificates are available, confirming the level of language proficiency and teacher skill. Warsaw, Schezer and Meloni proposed five main reasons to use the Internet to teach a foreign (English) language.

Scientists believe that the Internet provides a not-too-expensive method of learning a foreign language that meets the needs of students in the 21st century. The Internet provides an opportunity for foreign language learners to interact with native speakers of the language being studied up to 24 hours a day, thereby introducing the student into the ongoing active process of learning a foreign

language, as well as allowing him to choose the time and place of study. In addition, Warsaw and Whittaker identify several possible reasons for using the Internet in teaching foreign languages [10]. One explanation is found in the claim that the linguistic nature of online communication is desirable for promoting language learning. Another possible reason for using the Internet in teaching foreign languages is that network resources create optimal conditions for learning to write, as they are a genuine audience for written communication. A third possible reason is that online communication multiplies student motivation. The fourth possible reason is the confidence of Internet users that the development of computer skills is important for the future successful functioning of the student in the process of Internet communication. This does not imply the use of the Internet to learn a foreign language, but, on the contrary, the motivation to learn a foreign language for the subsequent good orientation of the student on the Internet.

The main purpose of teaching foreign languages is the formation and development of a communicative culture of schoolchildren, teaching practical mastery of a foreign language. Access to the Internet enables teachers to take advantage of a huge amount of additional materials and resources that allow enriching lessons with a variety of ideas, making them more effective, interesting, interactive. However, we must not forget that the Internet is only an auxiliary technical means of training. Thus, competently integrating information resources of the Internet into the educational process, you can:

- 1) to form and improve speech skills using modern authentic materials;
- 2) replenish vocabulary with vocabulary of the modern English language;
- 3) get acquainted with the features of speech behavior, culture and traditions of various peoples in the conditions of communication;
- 4) to form a sustainable motivation of students' foreign speech activity based on the systematic use of "live" materials and discussion of current problems

In the English language lessons, using the Internet you can solve a number of didactic problems: to form reading skills using materials from the global network; improve writing skills of students; replenish the vocabulary of students; to form a motivation for students to learn English in schoolchildren. In addition, the work is aimed at exploring the possibilities of Internet technologies to expand the horizons of schoolchildren, to establish and maintain business ties and contacts with their peers in English-speaking countries. In modern conditions, the teacher's task is to correctly select the necessary material, to prevent the student from drowning in a sea of information, to help him separate the main material from additional information, to remove language difficulties. Moreover, the information presented in educational electronic resources should be evaluated on the basis of the principles of accessibility of its presentation and the need for its use at a particular stage of the lesson, as well as social, practical and personal significance for students.

Given the important role of the Internet in the modern life of every individual, the use of the Internet in the practice of teaching foreign languages is inevitable. In general, the use of Internet resources in the context of teaching foreign languages provides benefits for both teachers and students. The use of innovative technologies, such as the Internet and network resources, is also a motivator for the intellectual development of students in the educational aspect.

In particular, it is advisable for teachers to consider the use of Internet resources in order to increase their own language and methodological competence, to create a basis for the exchange of experience with teachers from other educational institutions and countries, and to obtain a more extensive amount of pedagogical, methodological and language material. The Internet provides an opportunity to get acquainted with native speakers, discuss current professional issues, as well as the possibility of remote entry into various international organizations with the aim of absentee participation in various events.

The computer enables each child to individually work on a particular grammatical material under or without the guidance of a teacher. In this case, the students work independently. This is especially evident in project activities. In the process of work, the pupil is creatively liberated, he shows his imagination, expresses ideas in his own way, accessible and necessary. The solution of certain problems makes the student think, analyze, compare, compare.

Thus, modernity places ever higher demands on the teaching and practical knowledge of the English language in everyday communication and in the professional field. The volumes of information are growing, and often the routine methods of its transmission, storage and processing are ineffective. The use of information technology reveals the enormous potential of a computer as a learning tool.

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SECTION: PEDAGOGY

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THE ROLE OF THE EDUCATOR IN THE EDUCATIONAL PROCESS

Summary: *Since the emergence of the pedagogical profession, teachers were entrusted primarily with the educational function. A teacher is a mentor. So in the current socio-economic and cultural situation, the pedagogical community cannot resolve itself from the problems of education. Education, being the most important and integral component of education, requires close attention. The task of pedagogical activity in the educational process is to create conditions for the harmonious development of the individual and to prepare the young generation for work and other forms of participation in society. According to A. Disterweg, the pedagogical process is a process in which "upbringing education" and "upbringing education" are merged.*

Keywords: *main role of the educator, didactic abilities, expressive abilities, perceptual abilities, perceptual-reflexive abilities.*

By its nature, pedagogical activity is a derivative of activity, and its specific content depends both on the goals of the profession, on the social role and recognition, and on other factors. Pedagogical activity is initially characterized by all the signs of activity in general, which define it as:

- 1) a continuous, lively, extremely plastic, initially undefined process of human interaction with the world around him;
- 2) a system of externally observable actions opposed to consciousness as an internal program governing these actions;
- 3) the transformation by the subject of objects and phenomena of the world;
- 4) a form of expression of the inner life meanings of her subject;
- 5) the carrier and indicator of internal experiences and thinking of the subject

In the broad sense of the word, a teacher is a thinker, a public figure, shaping the views and beliefs of people, helping them find their ways in life. Teachers are often the instigators of new social ideas. In the pedagogical, and, consequently, narrower and more direct meaning, the teacher-teacher is a specialist who conducts educational work with students. In pedagogical activity, subjective (characterizing the replenishment, maintaining the achieved level of professional activity and containing the ability to actualize under appropriate environmental conditions), object (reflecting the process of constructing and implementing pedagogical activity) components can be distinguished.

Today, interest in the personality of the teacher, namely, his skill, professionalism, and individual psychological characteristics, has sharply increased.

It's difficult to say that these requirements are just interest, they are related to the fact that the educational process is directly related to the personality of the teacher. The position of a teacher is not just a profession, but the work of creating a person's personality. The basis of pedagogical duty is love for children. This is a fundamental quality, a prerequisite for self-improvement. An additional, but relatively stable requirement is sociability, friendliness, intelligence, emotional and volitional qualities, and others.

Before determining the relationship between the educational process and the role of the teacher's personality in this process, we will reveal the concept of the educational process. We can consider the educational process as an integral dynamic system, the system-forming factor of which is the goal of developing the personality of the educated person, implemented in the interaction of the teacher and student. The educational process is an integral core of the pedagogical activity of an educational institution, where pedagogical activity is the activity of adult members of society, whose professional goal is to educate the younger generation [2].

The strategy of modern teacher consists of the personality of the teacher, who is able to freely navigate in difficult socio-cultural circumstances, to act responsibly and professionally in the context of solving urgent educational problems. This strategy is embodied in the orientation of the content, forms and methods of the educational process towards the formation of a spiritually developed, cultural personality of a teacher with a holistic humanistic worldview, deep professional knowledge, and comprehensively realizing his creative potential in professional activities. When modeling the personality of a teacher, it is necessary to bridge the observed gap between the teacher and the person, citizen and specialist. The personal position of the future teacher should become an organic part of his professional activity. The formation and development of this internally integral unity must occur in a single process.

In the modern educational process, the trend of "universitization" of higher education on the world stage is becoming more and more evident. This fact undoubtedly leads to close attention to the content, forms and methods of university education. V.M. Galuzyak and N.I. Smetansky note that in order to successfully cope with their work, a teacher must have extraordinary pedagogical abilities - certain psychological characteristics of a person, which are conditions for achieving him as a teacher of high results in teaching and raising children [3]:

- didactic abilities that allow the teacher to successfully select the content and teaching methods, it is possible to present educational material, causing cognitive activity among the students themselves;

- expressive abilities that allow the teacher to find the best emotionally expressive form of presentation of program material;

- perceptual abilities - are expressed in the psychological observation of the teacher in relation to students, penetration into their internal spiritual state, a deep understanding of age and individual characteristics of the educated;

- organizational skills that ensure discipline and order in the classroom; thoughtful use of every minute in the lesson, the creation of a friendly and close-knit team of students;

• suggestive or authoritarian abilities - the ability to inspire, the strong emotional-volitional influence of a teacher on students and the ability on this basis to gain authority in their eyes; academic abilities are associated with the assimilation of knowledge, skills and abilities in the relevant field of science [3].

Two large groups of pedagogical abilities are distinguished:

- perceptual-reflexive abilities that determine the teacher's penetration into the individual identity of the student's personality and understanding of himself;
- projective, constructive, managerial abilities associated with the ability to act on another person.

Perceptual-reflexive pedagogical abilities include the ability to study another person, understanding, empathy, the ability to stand on his point of view and look at himself. This group of abilities is "nuclear", uncompensated in the absence of it. It is typical for the teacher's work, as it testifies to his orientation toward the student's mental development.

A necessary quality for a teacher is pedagogical tact. Pedagogical tact largely depends on the personal qualities of the teacher, his horizons, culture, will, civic position and professional skill. It is the foundation on which spiritual closeness grows between teachers and students, and confidence is born. Especially distinct pedagogical tact is manifested in the control and evaluation activities of the teacher, where special care and justice are extremely important. Pedagogical justice is a kind of measure of the teacher's objectivity, the level of his moral upbringing, manifested in his assessments of students' actions, their attitude to learning, socially useful activities and so on. A just teacher is the highest praise for a teacher; it expresses respect, recognition of the mind and humanity, kindness and integrity, unity of personal and business qualities.

At present, in our opinion, such qualities as creativity, initiative, striving for improvement should be the priority features of the teacher. A modern teacher should have sensitivity to the needs of society, flexibility to move away from stereotypes. He must be able to formulate alternatives, be able to evaluate new approaches and trends, and be prepared to apply innovations. In other words, the teacher must carry out pedagogical creativity: apply new combinations from previously tested teaching methods, create fundamentally new methods, forms, concepts, that is, become a researcher, creator, innovator [4].

Thus, one of the most important factors affecting the upbringing process is the personality of the teacher. A pedagogical profession refers to a group of professions whose subject is a person. Each teacher should strive for brightness, emotionality, sociability, intelligence, a variety of types of work, the content of classes. Each teacher must understand the importance of the role of his personality in the educational process of each child. The problem of diagnosing pedagogical activity of teachers is extremely urgent, it is of great importance both for improving the educational process, and for raising the level of qualifications of teachers. The main value of the diagnosis is that it helps to identify shortcomings and outline specific ways to solve them.

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SECTION: PHILOLOGY AND LINGUISTICS

**Atajanova Shaxlo, Sapaeva Barno, Rahmonova Oymonjon
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IMPLEMENTING BLENDED LEARNING IN TEACHING PROCESS

Abstract: *This article discusses the advantages in the using blended learning model in English language teaching with non-linguistic universities, and how it differs from other forms of learning in terms of the goals, standards and opportunities.*

Key words: *innovations in education, blended learning, e-learning, learner autonomy, communicative competence, learning management system.*

Аннотация: *Бу мақола анъанавий ва масофавий таълимнинг номутоҳассис бўлган университетларда фойдаланишнинг афзалликларини ва унинг бошқа таълим шаклларида афзалликлари ва имкониятлари ёритади.*

Калит сўзлар: *таълим соҳасидаги янгиликлар, масофавий ўрганиш, ўрганувчи мухторияти, мулоқат маҳорати, тил ўрганиш тизими.*

Аннотация: *В данной статье рассматриваются преимущества в использовании смешанного обучения модели в преподавании английского языка с неязыковых вузов, а также отличиям данного вида от других видов обучения в рамках поставленных целей, стандартов и возможностей*

Ключевые слова: *инновации в образовании, смешанное обучение, электронное обучение, самостоятельная деятельность, коммуникативная компетенция, система управления обучением.*

Currently, the use of new methods and technologies in the educational system is highly relevant. Innovations in education - innovations outlined to resolve problem situations in order to ensure the growth of the educational process, the organization of favorable conditions for mastering the material and improve the quality of education.

Innovation activity not only provides the basis for the competitiveness of an institution in the education market, but also determines the direction of the teacher professional growth, its creativity, promotes personal growth of students. Therefore, innovation is inseparably connected with scientific and methodological activities of teachers and teaching and research students.

The primary objective of innovation in education is the development of teacher skills to motivate actions of the student, to orient himself in the received information, to form creative individualistic thinking, using the latest achievements of science and technology. Manufacturability becomes currently the primary

characteristic of the activity of the teacher and means a transition to a higher level of formation of the educational process.

The primary goal of modern higher vocational education is to prepare a specialist, competent in their professional activities, able to work effectively in the specialty at the level of world standards, continuous self-improvement and self-development [1].

Knowledge and skills are the priority values in human life in the information society, including international. Hence the increasing importance of learning foreign languages, the formation of communicative competence, needs changes in the teaching of a foreign language in non-linguistic universities.

Traditionally, teaching a foreign language in non-linguistic institutions was focused on reading, understanding and translating texts, as well as the study of the syntax problems that defines a standard educational system. Innovative methods of teaching foreign languages, based on the communicative approach and include the use of various Internet technologies that contribute to the educational process of democracy, acceptance, flexibility.

The communicative approach is a formation of the learning process, in which all the used methods and techniques must be refracted through the student's personality, needs, motivation and abilities. Only then the student becomes the subject of the speech and learning activities, an active participant.

Currently, language training process in non-linguistic universities takes different forms and dimensions. Innovations are relating to various aspects of the educational process, starting with a change of the forming of space in classrooms, classrooms equipped with modern technical means and ending with testing of new educational technologies in the practice sessions and during self-study students with a large number of online components and Internet resources.

Blended learning technology (blended learning) is becoming the most popular and effective in learning a foreign language, because it is on the one hand, it allows you to organize the most productive time for the teacher and for the individual student, and on the other hand, makes the process of learning the language fun and accessible.

The concept of "blended learning" is considered to be a contemporary approach. On the one hand, it is an association of blending strict formal means of learning (working in class, learning a language course material) with informal (discussion of the most important aspects of educational material via e-mail and Web conferencing). On the other hand, it is a combination of different ways of presenting educational material (full-time face-to-face, e-online learning and self-learning self-study learning) using knowledge management techniques [2].

Blended learning technology creates advantages for the effective teaching of a foreign language with interactive elements and distance learning. All components of blended learning harmoniously interact, but this occurs only if they are correctly methodically organized.

The advantages of blended learning, above all, include the ability to build individual educational course of students with the teacher, the possibility of a permanent student interaction with fellow students and a teacher, the increasing responsibility of the student learning outcomes.

In the blended learning environment the teacher needs to be managed effectively. Bland (a combination of classroom and extracurricular student work), to encourage independent and group work students create online support for students. Students, in turn, it is necessary to formulate the ultimate goal of learning to identify and develop their own style of learning, develop an individual learning plan [3].

Teacher and students work together, thereby ensuring the quality of teaching and learning process accompanying independent, useful, effective and motivating approach to development [4].

The efforts of many trainers in the present conditions aim to develop technologies of independent student learning. To do this, we have to create the whole multimedia e-learning or learning management system (Learning Management System), in which both students and teachers are able to effectively move forward on the way to the cognitive goals. These systems may operate in real time, characterized by a high level of interactivity, contain a large number of individual and group assignments.

The functioning of these systems is provided by the so-called "electronic platforms" (online platforms), with which you can create a rich informational environment and conditions for active learning. The future of foreign language education is difficult to imagine without this kind of technology.

The use of electronic tools on the one hand, it is a choice of their own learning course for learning a foreign language (student working with ICT at a convenient time for him, in a convenient location and the number of times that you want to him) and the ability to control their own cognitive processes in the organization of work during extracurricular time. On the other hand, the ease of use of ICT enhances students' motivation when learning a foreign language.

The modern model of blended learning implies:

- all the materials of practical lessons are available to students, and can easily be used for self-study, i.e. training materials exist not only in printed version, but also in electronic form;

- the teacher is a resource map that shows the main and auxiliary materials, web links, which can use a student during the passage of a certain language course;

- there is a possibility of online communication, using tools such as chat, forum, blog, wiki;

- is developing individual and group projects that develop research skills, analyze information, learn to work in teams, to properly distribute responsibilities and be accountable for their decisions;

- used audio and video lectures, which make learning easier and more complete.

Blended learning technology aims to form students' ability to plan and organize their activities, focusing on the end result. Students learn to make decisions, to make informed choices and take responsibility for it. Students form skills to work in the information.

An important task in the context of current trends in the development of higher education in system, including in the process of learning a foreign language, is the development of skills of independent educational activity of students - their academic autonomy.

Teaching autonomy means the willingness and ability of students to take control of their learning activities: plan, organize, evaluate, adjust their teaching work. However, for students it is equally important to acquire skills and abilities that allow for self-education and self-improvement. The choice of various educational strategies depends largely on the individual characteristics of students, primarily cognitive teaching style [6].

Scientists believe that the concept of academic autonomy due to the understanding of the responsibility of each student for the result and the process of academic labor. At the same time students are not passive and obedient executors of the will of the teacher, ready to accept all the conditions of a given model of training, and equal partners, have the right to choose an individual educational trajectory. The role of the teacher is significantly expanded - it is not just knowledge of the translator, as a strategist, consultant, expert and a partner in dialogue, especially intercultural [7].

Certainly, implementing innovative methods and technologies in foreign language teaching must be aware of the effectiveness of the implemented innovations in the learning process, because innovation requires a critical approach, a comprehensive analysis. Evaluation of the quality of research is impossible without a regular situation. In this regard, sharply raises the question of carrying out monitoring studies, which will allow time to identify the difficulties in planning, organization, content, during the training process, the problem of adaptation of teachers and students to the new conditions of the educational environment, and after the analysis of the situation will help to take appropriate decisions.

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INTEGRATIVE APPROACH TO THE TEACHING IN EFL CLASSES

Abstract: *The most recent decades have seen huge changes in our comprehension to how dialects are instructed and learnt. Experimental outcomes from phonetics, sociolinguistics, psycholinguistics and psychological brain research have better settled the perplexing idea of dialect learning. These outcomes have demonstrated that informative correspondence is an essential point in dialect learning, and that the level of progress accomplished in this procedure depends much on incorporated methodologies in educating.*

Particularly in current period ESL ought to be educated with suitable and compelling techniques which help students to enhance English abilities. Furthermore, the present demeanor to remote dialect educating is rising step by step. The evidence to it is the distinctive patterns or models which reveal how an assortment of decision and alternatives have been taken after to accomplish better outcomes in outside dialect educating and learning and say that utilizing approaches and remarkable strategies rather than normal lessons is more across the board decision in Present Day Language Teaching.

Key words: *integrative approach, ESL|EFL, Getxolingual, Plurilingual, artwork, simple integration, complex integration, dialect capability.*

A standout amongst the most significant points that we, educators, have been managing as of late is the issue of Teaching Languages in an Integrated approach. Initially, I might want to state that various instructors and counsels are now buckling down planning materials and placing them into training with their understudies. A major exertion is being made so educators in all arrangements wind up mindful of how vital this is and on account of Getxolingual, a significant number of us began considering the likelihood of instructing the three or four dialects learned at our compositions – Basque, Spanish, English and French in a coordinated way. The Plurilingual Projects being completed at huge numbers of our compositions are an incredible help when utilizing this approach towards the educating of dialects.

There are a few downsides however, and as I would see it, the fundamental one is the way that at whatever point we consider agreeable instructing and including diverse offices in an arrangement we tend to freeze, as instructors in our instructive framework are accustomed to working exclusively. Regardless of that, we realize that to influence our students to get associated with the way toward learning, we need to roll out improvements, so the majority of us have just begun working with the partners in our specializations to apply better approaches for educating in our lessons.

To do these progressions we work an extraordinary measure of time searching for and getting ready new materials. Our students get ready undertakings, they utilize the web to seek data, and they do oral introductions with the assistance of Power Points... We utilize content-based exercises utilizing

English as a way to learn different subjects and we begin offering encounters to the Geography, History, Philosophy and Science instructors... Once we are at this stage, we feel that our understudies are more inspired and they begin to see the purpose of learning English, so we choose to go on and attempt to begin working with the other dialect offices at montage BUT this isn't simple! We don't do a similar sort of exercises and we don't take after a similar approach, thusly, cooperating turns into a muddled undertaking.

In what takes after, the related writing on the significance of coordinated approach when all is said in done and the substance based dialect direction and undertaking based dialect guideline specifically, as the two types of incorporated approach, will be talked about.

Woven artwork is the allegorical picture proposed by Oxford [2001] for showing English as a moment or remote dialect (ESL/EFL). The embroidered artwork is woven from numerous strands, for example, the attributes of the instructor, the student, the setting, and the applicable dialects. Notwithstanding the four strands, she notes, a standout amongst the most urgent of these strands comprises of the four essential abilities of tuning in, perusing, talking, and composing. The expertise strand of the embroidered artwork prompts ideal ESL/EFL correspondence when the abilities are intertwined amid guideline. This is known as the coordinated aptitude approach or entire dialect approach. In the event that this weaving together does not happen, the strand comprises simply of discrete, isolated abilities. This is now and again known as the isolated expertise approach.

In the isolated aptitude approach, the authority of discrete dialect abilities, for example, perusing and talking is viewed as the way to effective learning, and dialect taking in is regularly separate from content learning [Mohan, 1986]. Isolated expertise arranged courses "have dialect itself as the focal point of direction to the degree that over the top accentuation on principles and standards shows students a great deal about dialect to the detriment of showing dialect itself" [Brown, 2000, p. 218]. Habitually, isolated aptitude ESL/EFL classes show direction as far as ability connected learning methodologies: perusing systems, listening procedures, talking techniques, and composing methodologies [Perego and Boyle, 2001].

The logic of incorporated aptitudes direction depends on the idea that in normal, everyday experience, oral and composed dialects are not kept independent and detached from each other. [Finocchiaro and Bonomo, 1973; Perego and Boyle, 2001].

As indicated by Oxford, Lavine and Crookall [1989], Savignon [1991] and Larsen-Freeman [2000], the standards of CLT underscore the significance of utilizing a dialect to convey so as to learn it. Hymes [1971] stresses that having the capacity to convey requires more than phonetic fitness; it requires informative ability. Entire dialect advocates, for example, Goodman [1986], Weaver [1990], Edelsky, Altwerger and Flores [1991], Schwarzer [2001], and Brooks-Harper and Shelton [2003], express that dialect (oral and composed) capacities to fill legitimate needs by encouraging significant correspondence. No dialect procedure ought to be isolated from the entire instructing errand. Harste, Woodward, and Burke [1984] clarify that each time somebody peruses, composes, talks, or tunes in, this dialect experience sustains into a typical information pool. In ensuing experiences with

dialect, the individual can draw on this pool. Peregoy and Boyle [2001] recommend that perusing and composing and talking and listening ought to be essential parts of all dialect classroom exercises since every one of these procedures collaborate with each other.

The standards of Integrated Language Teaching can be fused into EFL classes, where coordinated lessons will get ready understudies for the substance region classes and also enhancing their English aptitudes. The substance territory educator to enable all understudies to manufacture proficiency abilities while taking in the topic of the class can likewise utilize them. These standards are:

- Language ought not be instructed in the discrete lumps of perusing, composing, talking and tuning in, however in general.
- Language abilities are produced when dialect is being utilized as a device to achieve an undertaking or achieve an objective, not when the dialect itself is the subject of study.
- For dialect abilities to create, understudies should be presented to a lot of dialect that is intriguing and valuable to them.
- If students utilize the aptitudes of tuning in, talking, perusing and composing normally during the time spent taking care of issues and finishing assignments, they will build up these abilities superior to if the aptitudes are separated.
- Students as of now have learning and encounters that they can carry their investigation of a point with the objective dialect.
- Students require rehearse in every one of the assortments of ways that local speakers utilize the dialect to build up their capability.
- A strong situation is imperative for the full improvement of dialect capability.

Test Integrated Language Projects:

- a. Together, the students and educator recognize a theme to investigate. In a substance zone class, this theme will be identified with that zone.
- b. Conceptualizing produces thoughts identified with the theme. Web outlines, Venn graphs, and different techniques for semantic mapping can be utilized to animate reasoning and create subtopics.
- c. The instructor enables the understudies to draw on their experience information, encounter, and social legacy in building up the subject.
- d. Understudies utilize every one of the abilities of dialect - perusing, composing, talking and listening - in investigating the subject and imparting about it. They may read writing identified with the subject, utilize reference books, draw pictures and expound on them, and so forth.

Methodology. Community college classrooms across the country have the potential to include students whose learning needs are as varied as the backgrounds from which they come. To understand pedagogy and classroom practice, it is necessary to recognize the work of language teaching as being contextual: how teachers interpret their relationship with learners is influenced by the settings within which they teach and carry out their work as practitioners.

The language environment of the young child is one where language is not separated from learning about the way the world operates. Children do not learn about the parts of language as described in a grammar book. They are completely

uninterested in the names of word classes and verb tenses. Rather, children acquire language as a holistic experience while playing with objects and people around them. One-year-olds enjoy dropping objects into containers and spilling them out again (*in and out*). Two-year-olds explore every object in their environment while asking *what's that?* Eight-year-olds are captivated by the world of nature and enjoy learning information about animals and their habitats. These children often report on their learning using the language of a biological scientist. In this sphere, we can add two types of integration:

a) Simple integration: A receptive language skill serves as a model for a productive language skill.

b) Complex integration: a combination of activities involving different skills, linked thematically. Limitations of integration should not prevent teachers from using the integrative approach.

The researcher used different methods with each of subject groups. For gathering, the data of achievements or the category of different approaches of integrates skills in classroom. The researcher gave questions to the teachers of the collage and kept the notes of their answers. The questions were asked to find out students' attitude towards using integration in their lessons. As soon as the researcher conducted the experiment, she planned to distribute the activities for each language skills and later to check out the results of the learners. After that, students were shared the activities of reading skill used while learning.

Collecting data from the teachers of the university and the collage was based on interview. They were asked ten questions related to integrated teaching. The interviews were recorded to the telephone by its voice recorder. Depending on the pitch of the interviewee, the researcher was able to clearly identify their feeling about integrated activities, which plays main role in methodology.

Collecting factual statistic information was based on the deep analysis of the students' results of the experimental test and activity. The comparison of the two results helped the researcher to identify and differentiate the effectiveness of the used teaching method clearly.

The same questions were used to get some information from the teachers rather than university teachers through social network system as to compare with the teachers of Uzbekistan.

Next subjects were the teachers of the collage. The researcher chose four teachers, they are from collage. They all were the teachers of integrated skills and reading.

Three more subjects were not chosen, but appeared suddenly in the middle of the research. Even though they were not intended to be in the research, their opinion was important to have a whole picture of the process. They were the parents of two students that came to center to say that their children were changed and trying to study harder and intentionally and one teacher from study center asking the methods the researcher used. Probably, this was the positive influence of the used methods.

Conclusion. Learning is a complex process affected by different factors. Sensory system is one of these factors, as proved above, our visual sensory is more receptive and memorable one, therefore, the effectiveness of the integrated materials are valuable and can be explained by the fact that information is stored

easily and for a long time when it is received by visual sense. Using variety of integrated materials in the lessons, especially in elementary and intermediate learners' classes give the opportunity to keep learners motivated and to achieve efficiency by creating positive learning condition, as they are interesting and motivating.

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HELPFUL METHODS OF TRANSLATING GEOGRAPHICAL PROPER NAMES

Abstract: *The article discusses the most helpful methods for translators while interpreting proper names in geography and their special features. In translation, it is essential that decoding should contain not only lexical meaning but also cultural aspect, social factors as well. In most cases, the people who are rendering the language approach the verification of meaning and equivalency in target and source languages. In the study below reveals some reliable implementation on translation both in toponomys and also other filed of society. Moreover, sample translation proves the investigated hypothesis above.*

Key language: *method, approach, geographical names, translation, proper name, equivalent, culture*

Annotatsiya: *Ushbu maqola tarjimonlar uchun geografik atoqli otlarni tarjima qilishdagi eng foydali usullar va ularning xususiyatlarini muhokama qiladi. Tarjimada mano ko'chishi nafaqat lugaviy tomondan balki, madaniy va ijtimoiy omilni ham qamrab olishi kerak. Juda ko'p holatlarda tilni tarjima qilayotkan odamlar mano o'zgaruvchanligi va tarjima qilinayotkan tildagi ekvivalentini topishga yondashishadi. Quyidagi izlanishlar ham topomomiyada ham jamiyatning boshqa sohalarida tarjimashunoslikdagi ba'zi ishonchli foydalana olish ko'nikmalari ochib beradi. Shuningdek, namunaviy tarjimalar keltirilgan g'oyani isbotlaydi.*

Kalit so'zlar: *usul, yondashuv, geografik nom, tarjima, atoqli ot, ekvivalent, madaniyat*

1. Introduction

Rendering proper nouns is not certainly a simple task as it can be problematic in the act of translation (Sanaty Pour, 2009); furthermore, translators have to be very careful when they want to translate geographical proper nouns. Previous literature indicates that various translation strategies have been used in the course of translation. In line with him, Newmark (1993, p. 15) believes that proper nouns are "a translation difficulty in any text". For example, in literary texts it should "be determined whether the name is real or invented. In nonliterary texts, translators have to ask themselves what if any additional explanatory or classificatory information has to be supplied for the TL readership".

Every language has specific proper nouns; some of them are completely related to the culture of the people of that particular language (Sanaty Pour, 2009). Accordingly, these nouns can bring about special understanding problems for the readers of that text. Proper nouns may have particular implications and removing the hidden connotations leads to a translation which is not acceptable. In line with this, Bachman (1990) states that knowing just the referential meaning of the nouns without the knowledge of the implications and connotations of the nouns will result in inaccurate translation of the nouns. Therefore, knowing figurative language and cultural references along with the referential meaning is an important factor.

2. Literature review.

Accordingly, Vermes (2003, pp. 89-90) states that: *The translation of proper names has often been considered as a simple automatic process of transference from one language into another, due to the view that proper names are mere labels used to identify a person or a thing. (...) the translation of proper names is not a trivial issue but, on the contrary, may involve a rather delicate decision-making process, requiring on the part of the translator careful consideration of the meanings the name has before deciding how best to render it in the target language.*

Moreover, translating geographical proper names demands special knowledge and world outlook. Following it, translation of these words can include several steps below:

- Extracting terms from the source format
- Translating text to the target language
- Editing by a separate person to assure adhere to approved terminology and proper style and voice
- Publishing the translation in the original format
- Proofreading to ensure the formatted translation has proper punctuation and equivalent, page breaks, and displays correctly
- Reviewing in- country by a native – speaking expert to ensure the translation meets all requirements

Next method is verification which guidelines involve a pre-translation preparation and analysis of the ST, its actual translation and multi-step verification of the TT. A valid verification process also involves the conventions and requirements regarding various text types and, including readability and clarity in expert-lay communication.

It is suggest that the following steps in the translation process: preparing the final version of the ST (poorly written or confusing passages are likely to be awkward and ambiguous in the target language), which is followed by commissioning a translator who decides if she or he is qualified to translate the text, then - translation, and finally - verification: the translated document is reviewed and edited by another professional, who ideally should have more subject area expertise and be more experienced than the translator. It is then proof-read, ideally by a third person. That, however, is not actually the final stage of the process, as it may be necessary to adapt the TT to local requirements concerning a informed consent documents and other medical texts.

A fairly frequently applied but controversial method of translation review is **back-translation**, i.e. the of translation the TT 'back' into the source language by an independent translator who did not handle the original 'forward' translation of a given text. Aznaurova advises against applying back-translation as a method for verification for the reason that it might not reveal "the target language contextual and usage nuances" or awkward literal translation. On the other hand, what may appear as an inaccurate rendition in the back-translation is actually a passage written in idiomatic language. Nevertheless, the blind back-translation technique is frequently used to verify the accuracy of translation, and its advantages have been proven. The back-translation method is not widely used in the sector of geographical research and cultural trials, as it is required by Ethics Committees and

regulatory authorities in a number of countries, but it should not be implied that the sole purpose of back-translation is compliance with formal requirements. If it is handled in a professional manner, it can be a useful error detection tool. Thus, this method is utilized rarely in interpreting geographical names and terms.

Additionally, there has been developed a complex review method which involves two **parallel forward translations**, reconciliation, two back-translations, comparison and reconciliation, a review and harmonisation of the target text. As effective as the method may appear, it is not frequently employed possibly due to time and budget constraints.

Another the most significant method and toponymy translation is cultural competence. Culture always plays an important role in all issues of translation and in proper name rendering as well. Accordingly, Satany believes that translation "involves not just two languages, but a transfer *from one whole culture to another*". They believe that comparing to linguistic dissimilarities, differences in cultures can cause more difficulties for a good rendition of the source text. Personal names rendition also involves in culture like other aspects of the source texts. Even though personal names are names, sometimes, they may have some connotations or they may be so integrated with culture that cannot be regarded just a name any more. They may look familiar to the source text readers but not to the target text readers. Therefore, translators should know all the issues related to nouns. As a result, translators should be "cultural mediators" (Katan, 1999, p. 1). Accordingly, Komissarov believe that the issue of biculturalism is more important than the issue of bilingualism in translation. Translators are negotiators between two cultures, namely, source and target cultures. They should control the cultural differences that may hinder the process of transferring the meaning.

3. Methods.

Indeed, proper nouns are certainly informative. In other words, knowing the underlying culture, one may. A name often tells us about the age of the person or they may also inform us about the place that the person is from. Sometimes, translators need to use a generic noun with the name, e.g., *Lake Urmia* or *Mount Damavand*. In the case that the ST name has not been transliterated before by others, it is at the hand of the translator to transliterate it; and sometimes, other translators have transliterated it before so the translator can simply use that form. Hervey and Higgins state that normal transliteration is different among languages like "Venezia Venice / Venise / Venedig, and Salzburg / Salzborg / Salisburgo". When the translator uses the conventional correspondent of the source language noun in the target language, the process is called substitution (Vermees, 2003). This strategy can be used for most of the geographical nouns. Seemingly, using the conventional equivalent (in an existing case) is the translator subconscious choice. Translators are usually forced to utilize the conventional form in the target text e.g. using "Hungarian *Anglia* for English *England*" or using Persian [Mæjærestän] for English *Hungary* or using Persian [Læhestän] for English *Poland*.

Addition is the strategy in which the translator will use expansion in the translation of the source language noun. For example, in translating the Persian name *Kashaf Rood* which is the name of a river, the translator may render it this way *Kashaf Rood river* to give his readers more information regarding the SL noun.

Samples for translation of Geographical Proper Names

1. Shipshape and Bristol fashion (with all in a good order; Bristol a city and port in west part of England)- Bristolcha moda, *in uzb Marg`iloncha (yoki vodiycha) kiyinish ekv.*

2. London particular (a dense fog affecting London)- London quyuqligi, yomon ob-havo, **no equivalence**

3. Flight like a Kilkenny cats (two cats from Kilkenny in Ireland, which, according to legend, fought until their tails remained) – *Kilkenny mushuklaridek afsonaviy, Farg`ona otlari ekv.*

4. New Jerusalem (the adobe of the blessed in the heaven, in Bible it is holy city) – *Yangi Quddus (muqaddas joy), Makkayu Madina ekv.*

5. Have kissed a Blarney stone (strong and persuasive; a stone, Blarney castle near Cork in Ireland, said to give a gift of persuasive speech who kisses it-Blarney toshini o`pish(bebaho sovg`a), zamzam suvi **ekv.**

6. La Belle France (in the meaning of nostalgic or patriotic manner)

7. A castle in Spain (a visionary project, a daydream unlikely to be realized, in Middle Ages there existed a castle builder that had no standing) – *Ispaniyadagi gal`a (mavhum va sirli joy), Kohi Qof ekv.*

Here, it is obvious that most of connotations are the result of cultural and parallel forward translation approaches.

4. Conclusion.

Generally, it should be mentioned that the translation of proper nouns for the translators is a challenging act. It is very hard for translators to understand all the author's intentions behind using each noun in the source text. Accordingly, producing identical text with the original one is not purely possible. Sometimes, the translation cannot have the same effect on the target text readers as the original text does. It is essential to implement helpful method in its order.

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TEACHING DIALOGIC SPEECH IN ENGLISH CLASSES

Summary: *Based on the analysis of linguistic, psychological, pedagogical and methodological literature, we can conclude that the teaching of dialogical speech occupies an important place in the educational process. Today we are talking about preparing students for a dialogue of cultures, where the skills of monologic and dialogical communication are very important, but the advantage in the direction of dialogue is much stronger, because real communication for the most part is either dialogical or polylogical. We can conclude that there are two types of oral speech by the number of persons producing speech - a monologue and dialogue, or a monological and dialogical kind of speech. Sometimes a polylogue is distinguished - this is an exchange of statements, a conversation of several people. Dialogue is understood as a form of speech in which there is a direct exchange of statements between two or more persons. At the heart of any dialogue are various statements, the combination of which makes its essence. A study on this topic showed that the main difficulties encountered in teaching dialogue are the basis of the specifics of its formation, due to its characteristics, reactivity and situationality.*

Keywords: *conversation, dialogic speech, deductive/inductive teaching method, microsituations.*

From an early age, we learn English through dialogue, because often the first phrases that are usually offered for study are the formulas of greeting and response to greeting. So for the first time we are trying to reproduce the dialogue between people in English. In the future, dialogues become more detailed. And, it should be noted that most of the methods today devote significant attention to the ability to conduct a dialogue, since it helps to better master, primarily, spoken English. There is even a special method that offers the study of spoken English only through dialogs. Its essence lies in the fact that at first the student simply listens to dialogues, without delving into the meaning of what he heard, that is, immersion in the language environment is imitated. At the next stage, the listener is actively connected to the study of the language: phrases must be repeated after the announcer. However, this method is only suitable for learning spoken English.

In connection with the progressive development of society, an increasing interest in a foreign language has recently been observed. The desire and need to learn a foreign language is explained by a number of reasons, one of which is the desire to travel the world, enrich one's knowledge and broaden one's horizons in communication with representatives of different countries and cultures. It is known that without knowledge of foreign languages it is very difficult to do. English is considered to be the most popular foreign language spoken by a significant part of the world's population. It is no accident that English is one of the most widely spoken languages studied in the world.

When teaching foreign languages, dialogic speech is one of the integral components, since most of the spoken language is dialogic speech (about 70 percent). Without the ability to conduct a conversation, full communication is impossible. Dialogue is a form of social and speech communication, the basis of cooperation and understanding between people in the process of joint activity. Dialogue is a process of communication between two or more interlocutor partners, therefore, within the framework of one speech act, each of the participants alternately acts as a speaker and a listener. Dialogue speech cannot be planned, "programmed," since the speech behavior of one partner depends on the speech behavior of another.

Reading and subsequent playing out of dialogs, as well as self-constructing a conversation, allows to solve many problems:

1. active vocabulary is consolidated, which is repeated from lesson to lesson, for example, greeting formulas;
2. the process of playing dialogue helps to overcome the language barrier, as students are liberated, and in the future it is easier for them to pronounce already learned phrases in situations similar to those that were played.

In the methodology of teaching foreign languages there are two ways of teaching dialogic speech: deductive and inductive. With a deductive approach, training begins with a whole dialogical pattern, considered as a structural-intonational standard for building similar dialogs. The sample dialogue is a dialogic complex; it consists of several dialogic unities. Learning begins with the fact that the whole dialogue is listened to, memorized by heart, then its vocabulary is varied, elements are worked out, and, finally, students are led to dialogue on the same topic as the learner. When teaching dialogic speech using a sample text, the following exercises are appropriate:

- listen to the dialogue with preliminary guidelines ("leading" questions, true and false statements, etc.), or using visual support
- read the dialogue by roles
- read a dialogue with missing words or based on a descending hint
- fill in the blanks, open the brackets in the dialog
- reproduce the dialogue - with a partial translation, restoring the omitted fragments of replicas, and, finally, the entire dialogue
- independently expand the replicas in the dialogue
- transform dialogue

The second approach, the **inductive** one, suggests a path from the assimilation of dialogue elements to its independent conduct on the basis of the educational-speech situation. This approach is gaining more and more supporters due to the fact that from the first steps it directs to teaching the interaction that underlies dialogic speech. The formation of speech skills in this way occurs in the process of communication. In the implementation of the inductive approach, the task of teaching children to independently plan speech actions through awareness of motives, goals, results of action, and also to deploy the content and form of speech values that are adequate to the meaning comes to the forefront.

The psychological characteristics of the speech of those participating in a natural discussion and a discussion-exercise in a foreign language are almost

identical, although the educational discussion has one feature: it is “organized” by the teacher (in contrast to the discussion in real conditions, where it usually occurs spontaneously). The use of discussion as an exercise that most vividly and fully reflects the psychological characteristics of communicative speech in the language being studied must meet a number of methodological requirements.

In the structure of the educational discussion, one can distinguish: topic, exposition, speech stimulus, guiding questions, keywords, speech reaction of speakers. Consider each of the selected components in more detail.

The topic of discussion. The topics of training discussions are extremely diverse. In high school, discussions are possible on topics such as:

- 1) School and life, education, choice of profession;
- 2) Youth in the struggle for peace;
- 3) Man: his spiritual world, aspirations, ideals, character, appearance, feelings, actions, morality, beliefs, tastes;
- 4) News of science and technology, space exploration;
- 5) Economics and economy;
- 6) Famous people, heroes, feat;
- 7) Art, news of cultural life, etc.

In sociology and communication theory, the possibility of influencing a role on the identity of its carrier is considered. This feature of role-playing activity is especially significant in the children's team. The experience of playing the roles of sincere, honest, fair, active, strong-willed, courageous people affects the formation of the character of a teenager, as it affects his emotional sphere, makes us empathize with these heroes, together with them (or instead of them) to uphold the good. Brightly and emotionally colored moral actions included in the holistic system of the image with which the student relates himself, causes “indignation of feelings”, forcing “to measure life with acquired standards”. The norms that are included in the role accepted by the student, become in the process of playing it a source of development of the moral behavior of the student. The foregoing gives us reason to highlight the educational function of the role. One of the educational opportunities of the role is that it can help the teacher solve one of the most important tasks of creating a teenager's personal value system - to help the teenager master the values of the adult world and introduce him into this world.

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**NEW CEFR BASED METHODS IN TEACHING DIFFERENT
TYPES OF ENGLISH PRONUNCIATION**

Abstract: *The question of how to develop pronunciation of EFL students through songs, language learners has been a neglected area in a foreign language research, and even the few available analyses lack an adequate research base. The research work named "Using songs to develop pronunciation of EFL students" focuses on the problem of students' improving their interest for learning English language, which may appear especially in language universities. The aim of this article is to present diverse ways how to teach English pronunciation by using songs and learn a language. We would like to find out if the power of song and its particular use can be one of the useful, helpful and easily memorable ways how to acquire a language with ease and delight.*

Key language: *songs, EFL, pronunciation, phoneme, phonemic level, language barrier, accent.*

Introduction. Teaching English pronunciation is an area of language teaching that many English teachers avoid. While there are many textbooks and instruction manuals available, as well as books on the theories and methodologies of language teaching there is comparatively little on learning pronunciation. While investigating the topic there has widely used the works of well-known linguists as Harmer, Jeremy, Murphey, T. Anderson, A. and Lynch, Rixon, Shelagh, UR, Penny.

Naturally the questions arise as such Why? Is it because we don't need to teach pronunciation or because it cannot be taught? Certainly, we need to teach pronunciation. There is a big difference between a ship and a sheep and a pear and a bear! When teaching any language as a foreign or second language, our first goal for our students is basic communication, and that can't happen if no one can understand what they are saying.⁶

The next point is how NOT to teach pronunciation. When teachers decide to focus on pronunciation practise many of them make the mistake of trying to teach pronunciation along with introducing vocabulary. This can work with students who have a "good ear," or who perhaps speak a related language. However it can be hit and miss with students whose mother tongue has no relation to the target language.⁷

This brings us back to the question of whether pronunciation can be effectively taught at all? The answer is yes, of course it can be taught, it's just that the way many textbooks tell us to teach it is actually one of the least effective.

⁶ Klein.B.Stephen. Learning Principles and Applications. - New York:Cambridge University Press. 1996

⁷ Brown, H. Douglas. Principles of Language Learning and Teaching. - New York: Person Education. 2000

Most textbooks will have you drill pronunciation with repetition of the vocabulary. Some of the better ones will have you work on it with spelling, which is an important skill, especially in English with its many irregularities and exceptions. Very few will start you and your students where you need to start, however, and that is at the level of the phoneme.

Methodology. The dictionary defines "phoneme" as "any of the perceptually distinct units of sound in a specified language that distinguish one word from another, for example p, b, d, and t in the English words pad, pat, bad, and bat." This definition highlights one of the key reasons that we must, as language teachers, start our pronunciation instruction at the level of the phoneme. If a phoneme is a "perceptually distinct unit of sound" then we have to realize that before students can consistently produce a given phoneme, they must be able to hear it. Thus the first lessons in pronunciation should involve your students listening and identifying, rather than speaking.⁸

Introduce your phonemes in contrasting pairs like /t/ and /d/. Repeat the phonemes in words as well as in isolation and ask the students to identify them. In order to visually represent the differences they are listening for, you may want to draw pronunciation diagrams for each sound showing the placement of the tongue and lips.

You might also consider teaching your students the necessary symbols from the phonetic alphabet, because although T and D are written differently in English, the TH in "there" and the TH in "thanks" are written exactly the same, despite the difference in pronunciation. This isn't essential, and really works best with adults rather than children, but it is worth it for any students who are highly visual or analytical learners.⁹

You can play all sorts of matching games with this material to make the drills more fun and less stressful. You can have students play with nonsense sounds and focus on the tiny differences between contrasted phonemic pairs, the key being to get them to hear the phoneme.

Once they can hear and identify a phoneme, it's time to practice accurate production of the sound. For this, pronunciation diagrams are useful. Your students need to be able to see where to put their lips and tongues in relation to their teeth. Most sounds are articulated inside your mouth and students have no idea what you are doing in order to produce that particular noise. If you have ever tried to teach a Japanese student how to say an American /r/, then you have experienced the frustration of trying to get a student to produce tongue movements they can't see.

There are books out there with diagrams, and with a little practice you can probably produce sketches of them yourself. If you can't, get hold of a good reference book so that you can flip to the relevant pages. Your students will thank you for this insight into the mouth, especially since there is no danger of the embarrassment of bad breath with a drawing.

While this may sound time consuming and unnatural, you have to realize that you are in the process of reprogramming your students' brains, and it is going to

⁸ Harmer, J. How to Teach English. – Addison Wesley Longman Limited. 1998

⁹ Harmer, Jeremy. 1998. How to Teach English: an Introduction to the Practice of English. - Harlow: Longman ELT. 2001

take a while. New neural pathways have to be created to learn new facial movements and link them with meaning.¹⁰

In the classroom, we are recreating an accelerated version of the infant's language learning experience. We are providing examples and stimulus through grammar and vocabulary lessons, but with pronunciation lessons we are also breaking down language to the point of babbling noises so that our students can play with the sounds, as infants do, and learn to distinguish meaningful sounds on an intuitive level while making use of more mature analytical skills that an infant doesn't have.

When we teach on the phonemic level, we are struggling to expand physical and neurological limitations. We are taking irrelevant noises and making them significant to our students, while trying to teach them a greater range of articulation with their mouths, tongues, and lips. But when we work on pronunciation at a lexical or sentential level, we are dealing with complex emotional, psychological, and cultural motivations that require their own kind of re-education.

There are three big barriers to good English pronunciation. Anxiety, learned helplessness and cultural identity are the three biggest barriers to students' successful adoption of a second language. Not every student will have all of these problems, but it is a sure thing that all of them will have at least one of these problems to a greater or lesser extent. As English teachers we have to find ways to bring these problems to our students' attention in non-threatening ways, as well as suggest tools and strategies for dealing with them.¹¹

Anxiety is a fairly straightforward problem to discover. Students who feel a lot of anxiety in speaking are generally well aware of the situation and they know that it is impeding their progress. The impact on pronunciation specifically can be seen in their unwillingness to experiment with sounds, a general lack of fluency that makes it hard to blend sounds correctly, and poor control of the sentential elements of pronunciation, such as intonation and syllable stress. The best remedy for anxiety is highly structured, low- pressure practise. In other words - games.¹²

Jazz chants, handclap rhymes, reader's theatre, and dialog practice from textbooks can all be helpful. Structure and repetition reduce the pressure on the students and allow them to focus on pronunciation and intonation. Classroom rituals, like starting the lesson with a set greeting and reading aloud a letter from the teacher are also excellent ways to integrate pronunciation practice into the rest of the lesson while reducing stress for the student. Rote phrases, drilled for correct pronunciation, will eventually be internalized and the correct pronunciation will improve overall pronunciation.

Learned helplessness is much harder to bring to a students' attention, and may be difficult for the teacher to recognize. The term "learned helplessness" comes from psychology and refers to the reaction people and animals have to a hopeless situation. Basically, after trying something several times and consistently being unable to get a positive result, we shut down. We stop trying. If students are

¹⁰ Nunan, David. *Language Teaching Methodology*. -Hemel Hempstead: Phoenix, 1995

¹¹ Klein.B.Stephen. *Learning Principles and Applications*. -New York:Cambridge University Press.1996

¹² UR, Penny. *Five-Minute Activities*. -Cambridge: Cambridge University Press.1992

getting negative feedback on their English skills, especially pronunciation, and if they try to improve but feel they haven't, then they stop trying. You might think they are being lazy, but in fact they simply don't believe they can improve. They have already given up.

Luckily, once it is recognized, the fix is pretty easy: stay positive, praise frequently and specifically and periodically tape students speaking so that they can hear the difference after a few months. If you can coax even a little progress out of a student, then tell the student exactly what they just did right (For example: The difference between your short /a/ and short /e/ were really clear that time! Let's do it again!). Tape the students reading or reciting a passage at the beginning of the year, then tape the same passage every couple of months. Play the tapes for you student and let them hear how much they have improved over the course of a few months. They will probably impress themselves, and you!

Finally, the question of cultural identity has to be dealt with. Students that don't want to be assimilated into an English speaking society aren't going to give up the things that mark them as different. An accent is a clear message about one's roots and history, and many people may be unwilling to completely give it up. As teachers, we need to ensure that students' can be easily understood by others, but we don't have to strive for some hypothetical Standard English pronunciation. In fact, we should highlight for our class that after a certain point, accents don't matter much at all. Some fun activities that can help your students become more sensitive to the subject of accents are doing impersonations, listening to native regional accents and teaching you a phrase in their own language.

Get tapes and videos of English from other parts of the world than your own. Play or watch them, and have the students pick a few sentences out for you to repeat. Let the students see if they can hear the differences between your English and the English on the recording. Then have they tried repeating the phrases in your accent and in the other accents. It is fun, it gets people laughing and it helps students realize that there are many correct ways to pronounce English.

A third way to loosen a student's grip on accents is to have them teach you a phrase in their language for you to repeat with your own accent. See if you can get the students to imitate you afterwards. Silly as it sounds, this will give them a lot of insight into what the key phonemes in English are and how one's native language can interfere with one's target language. At some point in our childhood most of us have put on a ridiculous, heavy French or Spanish accent as we spoke English. It was usually to get a laugh out of the rest of the room. This is what you are trying to get your students to do in their own languages with an American (or other native English) accent. It is fun, and students come to realize that if they can sound American/British/Australia/Canadian/ or whatever in their own language they probably do it in English. In fact, there probably isn't anything funnier than listening to a Japanese student imitating an American trying to speak Japanese, then watching the grow amazed at the improvement of their pronunciation in English.

Conclusion. The important result of the uses of songs in teaching English vocabulary is that the song gives good impact to the students to get score. In my diploma thesis "Using songs to develop pronunciation of EFL students" we have focused on the possibilities of developing the four major language skills through songs at language schools. Using songs as language learning tasks can help to

maximize the potential of songs as teaching and language learning tools. As stated above, there are benefits to using songs in the classroom; however, more often than not, songs are used relatively ineffectively, often as activities between learning. It was stated above that no matter how enjoyable or memorable singing songs can be, singing songs in itself will not teach learners to use the language and will not give them the ability to communicate in another language.

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TEACHING DIALOGIC SPEECH IN FRENCH CLASSES

Summary: *Based on the analysis of linguistic, psychological, pedagogical and methodological literature, we can conclude that the teaching of dialogical speech occupies an important place in the educational process. Today we are talking about preparing students for a dialogue of cultures, where the skills of monologic and dialogical communication are very important, but the advantage in the direction of dialogue is much stronger, because real communication for the most part is either dialogical or polylogical. We can conclude that there are two types of oral speech by the number of persons producing speech - a monologue and dialogue, or a monological and dialogical kind of speech. Sometimes a polylogue is distinguished - this is an exchange of statements, a conversation of several people. Dialogue is understood as a form of speech in which there is a direct exchange of statements between two or more persons. At the heart of any dialogue are various statements, the combination of which makes its essence. A study on this topic showed that the main difficulties encountered in teaching dialogue are the basis of the specifics of its formation, due to its characteristics, reactivity and situationality.*

Keywords: *conversation, dialogic speech, deductive/inductive teaching method, microsituations.*

From an early age, we learn French through dialogue, because often the first phrases that are usually offered for study are the formulas of greeting and response to greeting. So for the first time we are trying to reproduce the dialogue between people in French. In the future, dialogues become more detailed. And, it should be noted that most of the methods today devote significant attention to the ability to conduct a dialogue, since it helps to better master, primarily, spoken French. There is even a special method that offers the study of spoken French only through dialogues. Its essence lies in the fact that at first the student simply listens to dialogues, without delving into the meaning of what he heard, that is, immersion in the language environment is imitated. At the next stage, the listener is actively connected to the study of the language: phrases must be repeated after the announcer. However, this method is only suitable for learning spoken French.

In connection with the progressive development of society, an increasing interest in a foreign language has recently been observed. The desire and need to learn a foreign language is explained by a number of reasons, one of which is the desire to travel the world, enrich one's knowledge and broaden one's horizons in communication with representatives of different countries and cultures. It is known that without knowledge of foreign languages it is very difficult to do. French is considered to be the most popular foreign language spoken by a significant part of the world's population. It is no accident that French is one of the most widely spoken languages studied in the world.

When teaching foreign languages, dialogic speech is one of the integral components, since most of the spoken language is dialogic speech (about 70 percent). Without the ability to conduct a conversation, full communication is

impossible. Dialogue is a form of social and speech communication, the basis of cooperation and understanding between people in the process of joint activity. Dialogue is a process of communication between two or more interlocutor partners, therefore, within the framework of one speech act, each of the participants alternately acts as a speaker and a listener. Dialogue speech cannot be planned, "programmed," since the speech behavior of one partner depends on the speech behavior of another.

Reading and subsequent playing out of dialogs, as well as self-constructing a conversation, allows to solve many problems:

3. active vocabulary is consolidated, which is repeated from lesson to lesson, for example, greeting formulas;

4. the process of playing dialogue helps to overcome the language barrier, as students are liberated, and in the future it is easier for them to pronounce already learned phrases in situations similar to those that were played.

In the methodology of teaching foreign languages there are two ways of teaching dialogic speech: deductive and inductive. With a deductive approach, training begins with a whole dialogical pattern, considered as a structural-intonational standard for building similar dialogs. The sample dialogue is a dialogic complex; it consists of several dialogic unities. Learning begins with the fact that the whole dialogue is listened to, memorized by heart, then its vocabulary is varied, elements are worked out, and, finally, students are led to dialogue on the same topic as the learner. When teaching dialogic speech using a sample text, the following exercises are appropriate:

- listen to the dialogue with preliminary guidelines ("leading" questions, true and false statements, etc.), or using visual support
- read the dialogue by roles
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- fill in the blanks, open the brackets in the dialog
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- independently expand the replicas in the dialogue
- transform dialogue

The second approach, the **inductive** one, suggests a path from the assimilation of dialogue elements to its independent conduct on the basis of the educational-speech situation. This approach is gaining more and more supporters due to the fact that from the first steps it directs to teaching the interaction that underlies dialogic speech. The formation of speech skills in this way occurs in the process of communication. In the implementation of the inductive approach, the task of teaching children to independently plan speech actions through awareness of motives, goals, results of action, and also to deploy the content and form of speech values that are adequate to the meaning comes to the forefront.

The psychological characteristics of the speech of those participating in a natural discussion and a discussion-exercise in a foreign language are almost identical, although the educational discussion has one feature: it is "organized" by the teacher (in contrast to the discussion in real conditions, where it usually occurs spontaneously). The use of discussion as an exercise that most vividly and fully

reflects the psychological characteristics of communicative speech in the language being studied must meet a number of methodological requirements.

In the structure of the educational discussion, one can distinguish: topic, exposition, speech stimulus, guiding questions, keywords, speech reaction of speakers. Consider each of the selected components in more detail.

The topic of discussion. The topics of training discussions are extremely diverse. In high school, discussions are possible on topics such as:

- 1) School and life, education, choice of profession;
- 2) Youth in the struggle for peace;
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In sociology and communication theory, the possibility of influencing a role on the identity of its carrier is considered. This feature of role-playing activity is especially significant in the children's team. The experience of playing the roles of sincere, honest, fair, active, strong-willed, courageous people affects the formation of the character of a teenager, as it affects his emotional sphere, makes us empathize with these heroes, together with them (or instead of them) to uphold the good. Brightly and emotionally colored moral actions included in the holistic system of the image with which the student relates himself, causes "indignation of feelings", forcing "to measure life with acquired standards". The norms that are included in the role accepted by the student, become in the process of playing it a source of development of the moral behavior of the student. The foregoing gives us reason to highlight the educational function of the role. One of the educational opportunities of the role is that it can help the teacher solve one of the most important tasks of creating a teenager's personal value system - to help the teenager master the values of the adult world and introduce him into this world.

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THE FORMATION OF SPEECH SKILLS IN FOREIGN LANGUAGE LESSONS

Resume: *This article discusses the formation of speech skills in foreign language lessons. The study of more than two languages creates the basis for the development of a common and linguistic horizons of students and for the education of a correct understanding of the language as a social phenomenon, the formation of the personality of a student studying a second language is carried out in the process of formation of his foreign language speech behavior. The result of this process is the speech development of the learner, which acts as the basis of all education.*

Key words: *teaching a foreign language, world view, speech skills, understanding of the language.*

The modern process of teaching a foreign language, built on a communicative basis with an orientation on the personality of students, forms their broad humanistic outlook on the world. By mastering a speech in a second language, the student acquires additional opportunities for receiving and transmitting information; at least two languages interact in his psyche, which creates the basis for the development of the general and linguistic horizons of students and for the education of a correct understanding of the language as a social phenomenon.

The purposeful formation of speech skills in foreign language lessons activates the work of memory, thinking, and other mental processes and thereby contributes to the mental development of students. But it is especially important that the formation of the personality of a student studying a second language is carried out in the process of forming his foreign language speech behavior. The result of this process is the speech development of the learner, which acts as the basis of all education.

In our opinion, verbal communication is one of the most complex types of human activity and involves a high degree of development of verbal ability.

When learning a foreign language, more attention should be paid to everyday speech communication in various spheres of human activity.

Speech communication performs various functions and is carried out in different fields of activity of people.

We believe that the theme of our work "Speaking Foreign Language Communication" is very relevant, interesting, informative, since teaching oral speech is the most important task in the practical mastery of the English language, since oral speech is a means of communication that allows people to interact with each other, to influence each other at a friend in vivo social life.

Oral speech as an activity is a very complex psychophysical process, which is based on the interaction of the first and second signaling systems of the cerebral cortex.

Oral speech proceeds in certain conditions that affect its nature. These are conditions of an extra-linguistic (extra-linguistic) order. These include: the situation,

the environment in which speech activity takes place, the age and level of development of the speaker, the topic of conversation, the mood for listening to speech, facial expressions, gestures, and more. All these factors are effective, first of all, in dialogic, but also, to a certain extent, in monologue speech.

Under the influence of extra linguistic conditions, the speaker in a peculiar way uses the language means at his disposal. Thanks to this, speech communication acquires certain features that give reason to talk about the language style of oral speech, different from the style of written speech. For the style of oral speech, it is typical to use introductory words, interjections, inserts that reflect the different reaction of the speaker to him receiving all kinds of irritation from the outside.

The style of spoken language differs from the style of written speech in the brevity of expression, or, as they often say, "situationality". This means that in the process of oral communication, much becomes clear, not requiring verbal explanation, from the most objective situation in which the speakers find themselves. In the written style, in order to make the meaning of speech reflecting the thoughts, feelings, moods of the speakers clear to the reader, one has to resort to more or less detailed explanations.

The style of oral speech, in which not only general judgments are embodied, but also various moods, experiences, etc., is characterized by a wealth of intonational design. In a relaxed speech, various variants of emphatic intonation are particularly distinguished, reflecting, along with the appropriate choice of vocabulary, and sometimes along with a special order of words, the speaker's emotional mood. Along with the features of oral speech in general, we can talk about the peculiarity of dialogic and monologic speech.

Dialogue is a chain of remarks or a series of statements that are usually generated by one another in the conditions of direct communication of two or more persons (interlocutors).

Monologue is the speech of one person expressing in a more or less detailed form his thoughts, intentions, assessment of events...

Oral dialogical speech in its linguistic style is more different from book-written speech than monologue, because it is more than a monologue, accompanied by various extra-language means. Sometimes this or that replica becomes completely redundant; it is enough to make a gesture, for example, point to an object so that everything becomes clear at once. Therefore, it is precisely for verbal dialogical communication that the above-mentioned style features are primarily characteristic.

In monological speech, the distinction between oral and written forms of expression is somewhat less than in dialogic. A storyteller, who narrates an event, or a speaker reporting a number of facts, cannot count on understanding their speech at a glance; they should resort to a full pronunciation style, with a generally understood linguistic means, although gestures, facial expressions and other extra-linguistic means in many cases can be useful here. Their use depends on the subject matter of the content and content of the monologue.

Oral monologue is closer to book-writing and the nature of the presentation of the material. It has more consistency, harmony, planning than in dialogic speech. In a dialogue, unexpected transitions from one question to another, from one topic

to another, and returns to what was just said in response to certain remarks of interlocutors who understood something inaccurately or incorrectly, are not uncommon. Dialogical speech usually proceeds without a specially outlined plan, spontaneously, monologue - more logical, systematic.

In normal living conditions, dialogic speech is most often unprepared. Only in very rare cases, the speaker thinks in advance everything that he will say in the upcoming conversation. However, he can hardly foresee the entire course of the conversation.

Monological speech is often prepared (report, abstract, message). But an unprepared monologue is also possible (a story about an event at the request of the interlocutors, the expression of a certain point of view on any issue).

An unprepared monologue is different from a less coherent and inconsistent presentation of the content.

The nature of the speech, both dialogical and monological, is influenced by the subject and content of the conversation, the type of activity of its participants or listeners, their age, general outlook, interest in the conversation and many other factors.

When teaching a foreign language, the goal is unprepared spoken language. Students need to be taught to use learned language material to express their thoughts in accordance with their speech situation.

Often, verbal communication preserves the simplicity of the oral style, but it is characterized by the use of emotionally colored words, typical colloquial phrases, various introductory words, interjections, and vivid comparisons. Essential to the methodology are the features of speaking and understanding. Therefore, considering the nature of oral speech, we should separately dwell on the similarities and differences between these two sides.

At hearing, the main role belongs to hearing (auditory sensations), the articulator apparatus (motor sensations) is less active. The articulation of sounds takes place here only in connection with internal speech. When speaking, on the contrary, the articulator apparatus plays an active role, the more passive - the hearing organs.

However, both articulation organs and hearing organs participate in both acts of speech. Therefore, the assimilation of articulation habits is important for mastering not only the skills of understanding oral speech.

On the psychological side, both speech processes are inextricably linked with thinking and memory.

Listening to someone else's speech, we single out its individual links, which seem to us the most significant (words, phrases, special intonation, etc.), we synthesize everything we hear into a single whole. Expressing our thoughts, we select from our existing supply of language material what we currently need and combine the selected material into a coherent whole.

Memory in both its forms (logical and mechanical) helps thinking.

Without a certain supply of material, one can neither understand someone else's speech, nor express one's own thoughts. At the same time, understanding a speech of other people requires a much larger supply of material than for using speech. We cannot change or simplify foreign speech at our discretion; we should not understand it in the form that other people betray it.

In understanding foreign speech, the main role is played by the process of recognition of linguistic material, in speaking - the process of its reproduction. Depending on the strength of assimilation of the material, recognition can occur either quickly, instantly, without any difficulties; or as a slower process of recall.

So, the main aspects in the characterization of verbal communication are the features of a typical style (vocabulary selection, syntactic drawing, and phonetic design), psychological differences between a dialogue and a coherent statement, reproductive oral speech from speech that is perceived by ear.

Oral speech is both a goal and a learning tool. There are conditions for speaking, such as:

1. To understand the speaker's speech;
2. To conduct a conversation in a foreign language within the topics and linguistic material that is fixed by the program.

This is a practical goal in teaching speaking. But verbal communication is not only a goal in itself; it can be an oral means to guide the study of a foreign language. It is a means of presenting linguistic material: sounds, words, grammatical constructions. It is also a means of practicing sentence structures and vocabulary usage. Finally, it is used to develop pronunciation skills in reading and writing, as it is closely related to the student's ability to pronounce read and write correctly.

Speech communication is a means of testing (verifying) a teacher understands of what he reads or writes. Properly used speech ensures the student's success in learning a foreign language and, therefore, arouses interest in the subject.

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INNOVATIVE TEACHING METHODS OF THE RUSSIAN LANGUAGE

Annotation: *This article discusses innovative methods of teaching the Russian language and the role and place of the Russian language in society. The Russian language occupies a more important place in the upbringing of patriotism and internationalism, tolerance and culture. One of the educational requirements that are characteristic of our time is the understanding and acceptance of a foreign culture, foreign opinion, i.e. awareness of belonging to the world community. In this regard, to increase the effectiveness of education, learning the Russian language is important.*

Keywords: *tradition, culture, educational requirement, world community.*

The study of the Russian language and the language of interethnic communication occupies one of the most important places in our republic, including in the upbringing of patriotism and internationalism, tolerance, and culture. And culture is understood as traditions, language, cult, community, sociality, value system.

One of the educational requirements that are characteristic of our time is the understanding and acceptance of a foreign culture, foreign opinion, i.e. awareness of belonging to the world community. In this regard, to increase the effectiveness of education, learning the Russian language is important.

The main function of teaching the Russian language is to present the Russian language simultaneously as a system, as a functioning mechanism and as a picture of the world, as an ordered collection of signs that convey the system of knowledge about objective reality fixed in them, or as a thesaurus. The thesaurus principle in organizing a practical lesson is combined with systemic and functional principles. As one of the aspects of the dynamics of the language, collocations are introduced, which are introduced as elementary units, acting as a building material in speech production. Understanding phrases as free significant words puts them in a number of structural units. Without assimilation and storage in memory of phrases full language proficiency is impossible. In the thesaurus-oriented model of learning, an important component is the assimilation of phrases.

In connection with these provisions, it is necessary to say about new innovative teaching methods, one of which is interactive learning.

Interactive learning is primarily interactive learning, during which the teacher and student interact.

Interactive learning as a special form of cognitive activity has in mind specific and predictable goals, one of which is to create conditions under which the student feels his success, his intellectual viability, which makes the learning process effective.

In interactive learning, the learning process is structured so that all students are involved, everyone has the opportunity to understand and speak out about what they know and think. The atmosphere of goodwill and mutual support allows not

only to gain new knowledge, but also develops the cognitive activity itself in new forms of cooperation. The form of cooperation involves interaction, joint solution of significant tasks for each participant, excluding the dominance of one opinion over another.

Interactive training allows you to solve several problems at the same time. Most importantly, it develops communicative and thesaurus-oriented abilities and skills, helps to establish mutual contacts between students, provides educational solutions, accustoms to work in a team and listen to the opinion of their comrades. Interactive learning removes the students' nervous load, it becomes possible to change the forms of their activity, and helps to switch their attention to the main issues of the lesson topic.

Interactive learning has its own methods: dialogue, debate, design, training; compiling a glossary, creating an essay, and a logical diagram; didactic, educational games, etc.

The process of teaching the Russian language is based on thesaurus, terminological principles, including a method for selecting terms and their active use in students' speech. It is also necessary to take into account the principle of individualization as a support for the mother tongue, the principle of systemicity; communicative functioning of language units; and principles of linguistic and regional studies.

The question arises: what does learning have to do with the norm of the Russian language - it is very direct, in our time the interest in fiction, Russian classical cinema is weakening among young people and the role of television and the Internet is growing, the skills of meaningful, creative work with literary text are disappearing. New social conditions have led to the neglect of important aspects of the language, gave rise to such a phenomenon - widespread violation of the norm. And for this reason, teaching the Russian language a thesaurus-oriented method is very relevant at the present time.

In Uzbekistan, over the years of independence, the collective of native speakers of the Russian language has changed - a social substrate. Since 1991, the Russian-speaking population has declined, however, the vast majority of those who speak Russian in the republic are still many. These are representatives of different nationalities, for many of whom Russian is the mother tongue or the language of interethnic communication. Having no state status, the Russian language continues to dominate in most areas of communication, including such important, forming speech skills as education and the media.

The collective of speakers of Russian is international, and Russian speech is formed in the environment of foreign speakers. The analysis of features in a multilingual society can focus on comparison, comparison with the norms of a standard language.

The norm is understood as "a system of compulsory representations in a given society and given culture; the norm corresponds not to what can be said, but to what has already been said and what is traditionally said in the society in question."

"A norm is a conscious or unconscious regulation of the potentiality of a language system, enshrined in social practice. The language system as a finite system of invariants and rules defines an infinite number of options, the norm is

limited by society in the process of using the language for communication, it is violated by individual individuals. ” There are three types of norms - the norm of the system - the imperative: say so, "the system is violated if it is impossible to say so"; functional norm - dynamic; this is the norm in relation to its use; when it is possible to say so, but they don't say so, this is a violation of a functional norm; communicative-pragmatic norm - the use of stable speech units in the finished form in standard communication situations characteristic of a given cultural and linguistic community.

The depoliticization of consonants, prostheses, misuse of prepositions, violation of coordination in gender, case, unmotivated use due to the mismatch of the structures of the word and its correspondence in the Uzbek language are qualified as facts of interference.

In recent years, the Uzbek language has been greatly influenced by other languages, including Russian. When borrowing, the Uzbek units adapt to the norm of the Russian language. The influence of the Uzbek language is manifested primarily in vocabulary. If in the speech of bilinguals the use of Uzbek words is explained by "the speaker's desire to emphasize his ethnicity", then in the speech of Russian - speaking people it is motivated by conscious choice or absence — these are the so-called regionalisms used in normative Russian speech. The most significant strata of regionalism are a group of words. Thus, the thesaurus-based teaching method is closely related to the norms of the Russian language in multilingual Uzbekistan. How Uzbek words will be adapted to the norms of the Russian language, denoting the realities of modern life of Uzbeks, at the phonetic, word-building, lexical levels will show further research on this problem.

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MONITORING AND DEVELOPING WRITING SKILLS IN ENGLISH

Summary: *Written speech activity is a purposeful and creative fulfillment of thought in a written word, and written speech is a way of forming and formulating thoughts in written language signs. The written skills of students often lag significantly behind the level of training in other types of speech activity. The ability to write in English is becoming increasingly important for several reasons. Currently, there is an opportunity to travel, work in foreign companies, participate in international conferences and exchange programs, and communicate via the Internet. All this requires the ability to fill out questionnaires and declarations, conduct business correspondence, write resumes, write essays and reports. In other words, it is necessary to be able to express thoughts and ideas in writing, mastering the basics of composition, knowing the style features and following certain rules for organizing the written text.*

Keywords: *practice, work with texts, grammar, complex syntactic constructions, improvement.*

Excellent writing skills in English come from constant practice and diligence. No one is born a great writer. It will take a lot of time and practice to learn to write well in English. Anyone can become a writer if he is diligent and determined enough. Each person has his own reasons for the need to improve English writing. Maybe someone needs to improve the quality of the texts for work, and someone needs to write regular essays in English at the university.

Learning to write in English is meticulous and consistent, it is important not to miss a single trifle, and to systematically approach the assimilation of the material. The purpose of teaching writing is to learn to write in a foreign language the same texts that a person can write in his native language. For example: Filling out the questionnaire, writing various types of letters, resumes, statements, essays, reports, reviews, postcards and emails. Each type of text requires its own language means, composition.

There are a lot of tips for beginners on how to improve your skills, but they are so diverse that sometimes it is impossible to choose one because of their excessive number. Summarizing the above, we can distinguish 8 main tips for beginning students who are just going to study written language.

1. Practice writing skills in English every day

It is important to write daily, so to begin to create a new habit. Writing texts in English every day will soon become natural. The significant improvement won't be seen if the learner doesn't set out to become the best author. It goes without saying that no one can create great stories and articles if he has never tried. As they say, patience and work will grind everything.

2. Keep all the texts in one place

Buy a notebook or notepad or start keeping an electronic journal. Keeping all the writing in one place, the learner can observe how his/her writing skills are improving, as well as keep the work organized.

3. Write more than one draft

A draft is a preliminary version of the written work. Sometimes, the best work gets even better after a short break and refinement. While revising (or rewriting) the work, the learner is able to convey the idea more clearly, having thought up something new.

4. Choose a topic and write

Do not sit for long on figuring out what to write about. It's possible to write about anything. Write about daily activities, heard or seen information, about the news, or even make up a new story. If it's still hard to choose a topic selection, use interest blogs.

5. Non-standard thoughts

Do not write about the same thing every day – it's likely to get bored. Try to write the same story from different perspectives or at different times. Do not state the material in an obvious way. Be creative!

6. Friend who will edit the written work

When another person reads the other person's work, it helps to generate more ideas to improve the texts. The learner can edit all or only parts on which he/she is stuck. Usually, another person finds errors in the text faster than the writer did not notice due to the fact that he/she has already looked at them.

7. Convenient place for writing texts

Try to write in different places or at different times of the day. Maybe inspiration will open at night; or vice versa, get up 15 minutes earlier and write in the morning. If noise interferes, then try to write in a quiet and comfortable place. Experiment in finding the right environment that will be conducive to the written expression of thoughts in English.

The above tips are very useful for beginners. But as for students with an average level of language proficiency, one should study writing more deeply in order to improve skills.

Learning to write in English involves the following steps and aspects of mastering the material:

- Learning grammar and spelling;
- Graphic representation of alphabetic characters in block and capital letters, honing calligraphy;
- Work with texts: copying, rewriting, self-preparation of proposals, development and consolidation of learned material;
- The study of forms, designs and standards for building and writing letters: directed writing, guided writing, free writing. Exercises for the logical filling of gaps, arrangement of sentences and proposed texts - exercises; making plans and abstracts when working with a large amount of information; developing skills to expand and reduce the source text;
- Work with small texts. Performing exercises on the logical alignment of texts, the sequence of presentation of information and the use of speech turns;

compilation of texts and letters on the example of samples, compilation of texts from the proposed set of sentences, building logical sense chains;

- Drawing up written stories on the basis of textbooks with pictures, images;
- Working with texts - transformers and converting texts, for example, composing a text - a summary based on an interview, creating from a voluminous letter a brief telegram, taking into account the preservation of the main information component;

- Learning the genres of writing an informational text: a letter to a friend (informal letter), a letter to a colleague, a letter to a business partner (official letter), a greeting card for friends and relatives; a card and congratulations to business partners, fiction and narratives, the format of a newspaper article, essays, reports, reports, dialogs in the form of a play, rules for filling out official and legal documents;

- Studying and using in practice simple and complex syntactic constructions and phraseological turns;

Pronunciation plays an important role, so it should accompany all written exercises. Spelling skills are an essential part of writing, and developing students' spelling skills is the goal of writing in high school. Spelling mistakes are inevitable, but their number can be reduced if the honor has typological groups of difficulties and the formation of self-control skills.

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USING AUTHENTIC MATERIALS IN TEACHING ENGLISH FOR ADULT LEARNERS

Annotation: *This article discusses the importance of authentic materials. It is the most crucial aspect that a teacher can use so as to make their teaching process go smoothly and be relevant, transferring knowledge to all students. At the current time it seems to be significant that students have a demand for authentic learning situations which have a relation to the real world in which they can have the opportunity to practice language using authentic materials. Authentic materials can help students to improve and enrich the language classroom. The aim of this article is to offer a new flourish on how language teaching can be improved through the use of authentic materials in classes.*

Key terms: *Authentic learning, communicative approach, language teaching, authentic material, interaction, learning process, classroom activity.*

Introduction. The use of authentic materials in the language classroom has been widely considered to be beneficial to the language learners in different aspects. Efforts have been made in investigating the advantages that the authenticity of language materials may bring and positive results have been reported. Harmer (1994) states that authentic materials can provide great benefits to learners in the production and acquisition of language with a boost in their confidence in real-life use. Additionally, Peacock (1997) claims that learners' levels of on-task behavior, concentration and involvement can be increased by using authentic materials greater than employing artificial ones.

During the past decades, teaching and learning foreign language has obtained much more attraction in most countries around the world. In this case, searching for accurate and effective teaching materials occupies a great space of instructors' thinking. Furthermore, most of the language teachers think whether it is enough to teach the language using the course books' texts, which are regarded as artificial because they are only adapted for teaching purposes only, or if they should adopt using authentic materials to stand on learners' process. Number of researchers point out that the use of authentic materials is regarded as a vital means to motivate learners. Teachers require adapting effective teaching materials, in order to give a hand to their students learn English better, as well as preparing them to communicate with the outside world.

Methodology. Researchers claim that when authentic materials are used with the purpose of students learning, students will have a sense that real language for communication is being learnt, as opposed to classroom language itself. In contrast to the text books, authentic materials are more effective, active and stimulating. Klein states that one of the characteristics of communicative language

is using authentic materials.¹³ Communicative language teaching approach changes the view of syllable designers toward English subjects. Nowadays there are a lot of voices supporting that English language performed to learners in the classroom, have to be authentic materials so as to enhance learners learning process. Peacock illustrates authentic materials as the materials that have been produced to fulfill some social purposes in the language community. While Nunan has another way to explain, which is spoken or written materials which are purposed to utilize in teaching. Authentic materials would be taken from native speakers of English and used in the classrooms in a way similar to the one it was designed before. Authentic materials can be written or spoken. As an example a radio news report was brought was brought into class, so students discuss the report on environment where learners live.¹⁴ There are other examples for authentic materials that they are authentic listening materials: such as radio news, cartoons, and songs. Second one is visual materials: such as street signs, magazines and newspapers pictures, post cards. Authentic printed materials can be sports reports newspapers, restaurants menus, train tickets, etc. These kinds of materials are meaningful to bridge the gap between classroom and the real world. Languages taught in the classroom must be linked to its functions in the real world. Using inappropriate teaching materials makes learners face challenges in learning language. Learners have to be motivated and inspired to succeed in learning any language. Furthermore, teaching materials must be motivating and increase learner's interest. If they are not handy learners will learn nothing. In order to help learners learn better, a lot of researches suggest using authentic materials. Utilizing authentic materials particularly in teaching language in classrooms has been effective over the past decades. Such materials help learners by making them feel that they are learning the real language. There are several reasons for using this material in the classroom. These are they prepares learners for real life, they meet learners needs, they affect learners motivation positively, they encourage teachers to adopt effective teaching methods and it represent authentic information about culture. They also provides students attitude toward foreign cultures and civilizations. Increase interaction between teachers and students. Students find authentic materials compelling and culturally enlightening. Listening to real conversations on the radio, BBC news or watching TV programs are vital types of authentic materials that enrich learners' awareness over the difference between real and contrived language. Students can hear a conversation in a supermarket between a shop assistant and a customer and learn from the vocabulary used by each person in the interaction. Most off the students usually learn very formal ways of speaking in their text books and this is not be the reality in everyday circumstances. Hence, using role play activities can help student practice the conversations they watch and hear from TV or radio. Authentic materials and media can help students to gain and enhance the connection between the language classroom and outside the world. According to S. Thornberry authentic materials is a way to "contextualize" language learning. He thinks that when lessons are

¹³ Klein.B. Stephen. Learning Principles and Applications. - New York: Cambridge University Press. 1996

¹⁴ Nunan, David. Language Teaching Methodology. - Hemel Hempstead: Phoenix, 1995

focused on comprehension of a restaurant menu or a newspaper article, students tend to concentrate more upon the content and meaning of the text rather than the language itself. It is obvious that the use of authentic materials in language teaching is supported by many researchers and it is regarded that as a useful means to motivate learners, arouse their interest and expose them to real language they will face in the real world.¹⁵

It increases learners to learn positively on their learning process. It cannot be denied that the advantages which authentic materials can bring are significant in getting English learners exposed to the real use of the language. Consequently, providing a definition on which the criteria for selecting the most suitable and effective materials can be constructed and developed are excessively crucial. However, there are still so many issues to consider and being too biased and over-serious about the production of what can be considered authentic materials may lead to the ignorance of a colossal amount of available data produced by the non-native but real speakers of English. Learners of English can benefit from those materials as much as from those produced only by native English speakers without the fear that they will learn the “wrong language” as those learners will eventually become the real speakers of this ever-evolving language.¹⁶

English teachers, therefore, should put more emphasis on the pedagogical purpose when selecting teaching resources. The following questions may possibly help if satisfactorily answered in the choosing-process:

- a. Was the material created for a real purpose of communication?
- b. Is the material correct in terms of lexical resource and grammar?
- c. Does the material appropriately serve the teaching purpose?
- d. Should any modification be required?

Recent researches in the field of foreign language teaching have pointed out that students' motivation and interest are among the most important factors for the learning of a foreign language. There are several means to improve the teaching effectiveness and to raise the interest and motivation of the students. Recorded tapes, filmstrips, sound films, songs, comics, newspapers and magazines are all familiar to teachers and students and they have proved to be, in most cases, very effective because they are strongly related to everyday life.

We think that among these teaching aids, pop and folk song are materials that best reflect young people's concerns as they often relate to important trends in modern society. Young people enjoy original folk and pop songs because of their authentic cultural content.¹⁷

Let us highlight a few examples of songs that became an inseparable part of specific events in the past, and sometimes they can entirely characterize a given period or some particular event. In the sixties it was, for example, the protest song “Where have all the flowers gone?”, in the late sixties it was “San Francisco”, which “became the anthem of the “hippie” era”, or in 1985 Lionel Richie and Michael

¹⁵ Thornburny, Scott. An A-Z of ELT. - London: McMillan Publishers. 2008

¹⁶ UR, Penny. A Course in Language Teaching. - Cambridge: Cambridge University Press. 2004

¹⁷ Papa.M, Iantorno.G. Famous British & American songs. - Longman Group Limited -1979, p 7

Jackson's "We Are the World", which was intended to raise funds to help famine relief efforts in Ethiopia.¹⁸

Moreover there is one more advantage why introduce songs in the classroom according to Mario Papa and Giuliano Iantorno claiming that "singing is certainly one of the activities which generates the greatest enthusiasm and is a pleasant and stimulating approach to the culture of foreign people"

"In our time, it is hard to escape music and song as it occupies ever more of the world around us: in operating theatres, restaurants and cafes, shopping malls (muzak), at sports events, in our cars, and literally everywhere. It would seem that the only place music and song is slow to catch on is in schools"¹⁹ And it is exactly schools, that could use the best and the most the immense potential a song disposes. "Songs have a place in the classroom for helping create that friendly and co-operative atmosphere so important for language learning, but they can offer much more", claims D. T. Griffiee, and we will try to complete his idea by giving other instances of the importance songs have.

Conclusion. It can be argued that the definition of authentic materials, while attempting to set ground for English teachers to develop their own criteria for choosing what is best to use, needs to become more flexible in a way that the changing environment of language use in the 21st century should be taken into account. The assumption of "native speakers" should be understood differently and all those who use English for real communication purposes should have the authority in creating materials that can be employed as "authentic" in the English classroom.

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¹⁸http://en.wikipedia.org/wiki/We_Are_the_World
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JIGSAW STORIES: AS A MOTIVATING WAYS OF READING

Abstract: *The purpose of the current article is to provide practical review of research, and theory related to Jigsaw stories: as a motivating ways of reading.*

It is intended to prove the effectiveness of classroom strategies and some techniques in order to develop the Uzbek readers in reading.

Initially, this paper reviews the theoretical background on reading. It provides language researchers and teachers with famous methodologists' views about jigsaw reading. The primary goals of the study are to come up with the most appropriate ways for dealing with Uzbek language learners in reading, to increase learners' reading comprehending, to change the learners' attitude towards pronunciation errors while reading with the help of the researcher and learners' peer correction and to prove reading skills can be developed.

Key language: *reading comprehension, Jigsaw, motivation, cooperative learning, interdependence, interaction.*

Introduction. Many people across the world develop some listening and speaking ability in a second language through television or movies, but reading is necessary to use a language for academic or professional purposes. Reading comprehension is a process of getting information from context and combining disparate elements into a new whole. It is a process of using reader's existing knowledge to interpret text in order to construct meaning.²⁰ Harmer states that there are six principles behind the teaching of reading, namely: reading is not passive skill; students need to be engaged with what they are reading; students should be encouraged to respond to the content of a reading text not just to the language; prediction is a major factor in reading; match the task to the topic; good teachers exploit reading texts to the full. Reading cannot be separated from comprehension.²¹ That is why there was appear a lot of problem dealing with reading comprehension. Many English learners find difficulties in understanding the English text. Very often, they get stuck because of 3 some problems, such as unfamiliar words, their inability in understanding the context, being reluctant and so forth. Reading is not an easy skill to be mastered. It is complex process that requires specialized skill of the reader.

Methodology. According to Nunan (2003: 33), reading need identification and also interpretation processes which require the reader's knowledge about the language structure used in the text and his knowledge about a given topic. It is the complexity that makes some students less interested in this kind of activity. They find it difficult to understand what is on the reading passage since they do not know

²⁰ Nagy, W. E. (1988). Teaching vocabulary to improve reading comprehension. Newark, DE: International Reading Association

²¹ Harmer, J. (2001). The Practice of English Language Teaching. England: Pearson Education Limited

the technique which can help them to read more effectively and efficiently. This phenomenon happens in almost every language class. Moreover, some students find themselves difficult to understand the material of the English subject. Some of them consider that the materials are too difficult to master. It is understandable since English is different from Indonesian. The various reading materials can make teaching and learning English reading more creative, interesting, challenging and beneficial. In exploring the students' prior knowledge, of course, we need a method or technique.²²

One technique that can arouse the students' prior knowledge is Jigsaw technique that will be studied in this research. Jigsaw is technique as an alternative way to create an active teaching learning process. Jigsaw is a technique intended to provide collaborative learning environments. Its development began in the 70s by E. Aronson at University of Texas and University of California. It is face-to-face method and emphasizes interaction among workgroups members. Each group consists of 4-5 students²³

Jigsaw Technique is a cooperative learning technique in which student work in small groups. Jigsaw can be used in variety of ways for variety of goals. In this technique, each group is assigned to become an "expert" on some aspect of a unit of study. They work in groups but each person has to master one segment of their job.

Five Principles for Jigsaw Strategy:

Mengduo and Xiaoling (2010, p. 115) state that studies showed that it was only under certain conditions that cooperative efforts may be expected to be more productive than competitive and individualistic efforts. Johnson, Johnson and Holubec (1993) put forward five principles for jigsaw strategy:²⁴

a. Positive interdependence

Each group member's efforts are required and indispensable for the group success. Each group member has to make unique contributions to the joint effort.

b. Face-to-face promoted interaction

Group members have to orally explain how to solve problems, teach one's knowledge to others, check for understanding, discuss concepts being learned and associate the present learning with the past one.

c. Individual and group accountability

The size of the group should be kept small, for the smaller the size of the group is, the greater the individual accountability may be. The teacher is expected to give an individual test to each student, randomly examine students by asking one student to present his or her group's work orally to the teacher (in the presence of the group) or to the entire class, observe each group and record the frequency with which each member contributes to the group's work, appoint one student in each group as the leader, who is responsible for asking other group members to explain

²² Nunan, David. *Language Teaching Methodology*. -Hemel Hempstead: Phoenix, 1995

²³ Sandra Silberstein.(1994). *Techniques and Resources in Teaching reading*. Oxford University Press. China

²⁴ R. E. O'Connor. (2007). *Teaching Word Recognition Effective Strategies for Students with Learning Difficulties*. New York. Guildford Press

the rationale underlying the group answers, and monitor students to teach what they have learned to the others.

d. Interpersonal skills

Social skills are a necessity for the success of jigsaw learning in class. Social skills include leadership, decision-making, trust-building, communication, conflict management skills and so on.

e. Group processing

Group members discuss how well they are achieving their goals and maintaining effective working relationships, describe what member actions are helpful and what are not, and make decisions about what behaviors to continue or change. I believe that Jigsaw is a remarkably efficient way to learn the material. However, even more important, the Jigsaw process encourages listening, engagement, and empathy by giving each member of the group an essential part to play in the academic activity. It combines several important aspects of collaborative learning, including listening, oral reading, reading comprehension, writing and oral presentation. Its purpose was to find an effective way to promote student participation as well as a useful technique to focus on language learners in the EFL classroom where students can experience success, which in turn can contribute to positive motivation and lead to still greater success.

Benefits of the Jigsaw strategy:

According to R.E. O' Connor, the jigsaw classroom reduces students' reluctance and anxiety to participate in the classroom activities while increasing self-esteem and self-confidence. The jigsaw technique is an effective way to promote student participation and enthusiasm as well as a useful technique for language learners to accomplish learning tasks in the classroom.²⁵ Jigsaw learning makes it possible for students to be introduced to material and yet bear a high level of personal responsibility. It helps develop teamwork and cooperative learning skills within all students and a depth of knowledge not possible if the students learn all of the material on their own. Finally, since students are supposed to report their own findings to the home group in jigsaw learning, it quite often discloses a student's own understanding of a concept as well as reveals any misunderstandings. Efe and Efe analyzed how students assigned as group leaders in the jigsaw helped motivate the rest of the group. Results suggested that when given the title of —group leaderll, students worked to motivate other students to complete their work. One of the primary advantages of the Jigsaw Method and most other cooperative learning strategies is that they tend to eliminate competition in the classroom and increase the cooperation among the students.

A. Mahmoud confirms that the Jigsaw method provides a way to help students become active in classroom activities and/or lessons. When students are anxious or sometimes even afraid to contribute, they are going to miss information that is needed to fully understand the material. The jigsaw allows students to work with one another and develop a sense of being needed. By involving in the

²⁵ R. E. O' Connor. (2007). Teaching Word Recognition Effective Strategies for Students with Learning Difficulties. New York. Guilford Press

activities, the students focus on listening, speaking, co-operation, reflection, and problem-solving skills.²⁶

Students take ownership in the work and achievement. It is like in a jigsaw puzzle every piece has own color. In jigsaw the students are claimed to be responsible for their own task and they should be able to explain what they have read to the others to organize a complete task. Students are held accountable among their peers. After the students do their task (read) and comprehend it, they should go back to their jigsaw group as a responsible expert and exchange the knowledge gotten among them.

Teacher`s role in the Jigsaw:

The teacher is not only the source but also acts as a facilitator, mediator and manager of instruction —The primary role of the teacher is to choose learning material, structure the groups, explain the cooperative nature of group work, provide an environment conducive for this type of work, monitor group work and assist students in working with the material. The teacher needs to float from group to group in order to observe the process.

Role of teacher in jigsaw class, Rasinski T.V explains that the teacher's primary role in jigsaw classroom is to choose learning material, break up the material according to the number of students, structure the groups, explain the responsibilities of group members, provide an environment conducive for this type of work, monitor group work, and assist students in summarizing, synthesizing, and integrating material. It is also important that the teacher model and explain effectively the jigsaw before involving students in this type of teaching strategy (Smith, 2001).²⁷

Student`s role in the Jigsaw:

The student is the focus of the teaching process and his role in this strategy is positive and effective where he is trying to look for information, to resolve issues, to activate previous experiences and to link them to experiences and new situations. In this strategy, the student is considered as a permanent researcher, unlike his role in the traditional teaching methods, which is limited to receiving information and memorizing it without trying to search for information and linking it to other situations. Students are active participants in the learning process. In jigsaw technique each student participates and becomes an essential part in classroom because they should be responsible for doing their task. Each student also has a chance to contribute meaningfully to a discussion, something that is more difficult to achieve in a large group discussion. Some difficulties faced during the experiment: Many researchers demonstrate numerous advantages of Jigsaw technique; this does not mean that implementing Jigsaw is problem free. The problems are considered as disadvantages for carrying out the technique. The first problem of the Jigsaw classroom is noisy. The students are scattered around the room. Everybody is talking at the same time.

²⁶ Mahmoud, A. (2006). Translation and Foreign Language Reading Comprehension: A Neglected Didactic Procedure. English Teaching Forum, 44 (4), 28-33

²⁷ Rasinski, T. V. (1989). Fluency for everyone: Incorporating fluency instruction in the classroom. The Reading Teacher

Conclusion. Jigsaw technique was used to teach English reading and improve communication skills among students. Although there are many techniques in teaching and learning English, the researcher chose Jigsaw technique to improve the students' reading skill because the Jigsaw technique could help students to communicate with one another if they had problems in reading the text. Therefore, the application of using reading text usually has problems. For example: difficult words, comprehension of sentences, how to read the word or sentence correctly. From those problems, when the English teaching-learning process uses Jigsaw technique, the students can be helped by others so the students who get the problems can comprehend the reading text favorably. Jigsaw technique can be a way for students to communicate their problems when they acquire a reading text.

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INTERPRETATION OF ZOOMORPHISMS IN PROVERBS AND SAYINGS OF ENGLISH AND UZBEK

Annotation: *The article discusses the translation of proverbs and sayings of unity people and animals in the nature within an appropriate ethnic culture. In spite of the existence of similarities and structural and semantic parallels, zoomorphic phraseological units in various languages have bright national characteristics, due to both intra-linguistic features and peculiarities of the traditional – cultural environment. The article also comprises bright cultural samples within concrete contexts, not only famous and widespread proverbs but also, less common and rare visualized sayings as well. There contained mostly western and eastern large groups and subgroups like English, Uzbek, Greek or Kazak which are closely related to each other.*

Key words: *Proverb, saying, interlingua, phraseology, linguistic phenomena, cultural universals, clichés, zoomorphisms, theory nomination and in terms of valuation connotation, archaic zoomorphism, mythic tradition.*

Introduction. Nowadays there are being held most research on the theme of realia, intercultural competence and culture relevant utterances. These concepts lead to the understanding and investigating proverbs and folklore genre directly. A proverb derived from Latin word *proverbium* which means an ordinary, appropriate, national -traditional saying that illustrates a proper based on common sense or experience. Proverbs are mostly metaphorical and figurative language usage. Totally, they shape a genre of folklore. However, almost every culture and nation has a reputation of some king which has its own unique proverbs and sayings. Moreover, these unique proverbs and saying within human – animal relations which content zoomorphisms.

Coming to zoomorphisms, zoomorphism is a derivative of the Greek words *zōon*, which means “animal,” and *morphē*, which means “form,” or “shape.” It is a literary technique in which animal attributes are imposed upon non-animal objects, humans, and events; and animal features are ascribed to humans, gods, and other objects. Like in this instance, “A couple of costumers that had been heading for my slot began to knock against each other, like sacred pigs in a chute. Here pigs are understood as the intelligent animals, and have been addressed as a simile to demonstrate how people were behaving.

Many superheroes are examples of zoomorphism because their superpower is that of an animal. Here are just a few examples: Spiderman, Ant Man, Batman, Catwoman, Black Panther and so on.

Methodology. There are also many common idiomatic phrases in English which are examples of zoomorphism. Here is a short list:

- She was **barking up the wrong tree** by questioning him.
- He was **champing at the bit** at the beginning of the negotiations.
- The trade deal **ruffled some feathers** in the company.

There are also many different common features of everyday life which take on animal characteristics. Here are a few examples of zoomorphism in common things:

- The feet of bathtubs and tables carved to look like lions' feet
- Robotic pets modeled on animals
- Building and cities created in the form of animals, such as the Elephant Hotel on Coney Island, or the city of Juba in South Sudan meant to be built in the form of a rhinoceros.

More precisely, sociolinguistic direction of today in the study of phraseological units put forward the necessity for a full analysis of their ethno-cultural peculiarities and interlingua relations on the basis of culturally linked utterances. Majority local and foreign cross-cultural researches in the branch of phraseology is not stressed the dynamic detection of parallel structures of units in distinguishing languages, and the performance of internal connections and interdependence of the searched linguistic phenomena. In the ethnic culture of different societies phraseologisms comprising the names of animals – is initially a statement about the humankind, his spiritual, mental and social terms. Efficiently a plenty number of English zoomorphic phraseological units have full or partial equivalents in other languages, due to the coincidence of psychological maps of reality in barriers of different languages and common elements of culture and tradition so-called «cultural universals». But due to differences in cultural factors, ethnic origin, lingua world imagevariety and the different literary sources, many zoomorphic set expressions involve an element of value, which is comprehensible just for the carriers of provided culture or tradition, served by its language. For instance, in English, there existed such verbal clichés: «it rains cats and dogs» (a heavy rain), and «a rat race» (competition), «to suck the monkey» (about the manner of drinking from the bottle), and other. Moreover, in Uzbek such clichés are found: «qo yog zidancho polmagan» (about quiet and mild person); «dunyonibirchetida» (a great distance away from); «quyonyurak» (the coward). Totally, there existed the traditional choice of zoonims in phraseological fund of two languages much in common both in the field of theory nomination and in terms of valuation connotation. Dominant connotation of zoonim «horse» in semisphere of English and Uzbek ethnic culture confirmed by examples of contextual implementation, apparently goes back to ancient archaic trickster, illustrated by the literary tradition. «A horse! My Kingdom for a horse!» – exclaimed Shakespeare's Richard III. Evolutionary development of mankind and fauna actually, horse passed together in the moral and physical interrelation. The pastime period has documented number of samples of the sublime, congenial and respectful attitude of the owner to his horse. The testimony of Pliny the younger illustrates that a horse «sat» in the legislature such as the horse of the Roman emperor Caligula; this was «supported to the senators and consuls». The picture view of a horse emerges in all the world's great religions. In the Greek myth winged Pegasus- Poseidon and Medusa Gorgon had the son, iconic inspiration. In Buddhism it is Kantka, white horse of Gautama. In Islam – Al-Barak, in Christianity – the horses of the horsemen of Apocalypse. The collection of Uzbek proverbs where are 350 proverbs about animals were observed. Among them proverbs containing zoonim «horse» takes premier place and

additionally, all of them have positive connotation and decoding. Here we see the table:

Proverbs within animal quantity	Percent
Horse	105- 30%
Dog	76 -21%
Sheep	66 -19%
Cow	24 -7%
Donkey	16 -5%
Others	63- 18%

The highest percentage of examples with a negative evolutionary connotation falls on donkey semi sphere. The interpretation of this image in English ethnic culture is that in ancient times, a donkey was considered as a sacred animal. Certain ceremonies and festivals are connected with the glorification of this animal while in Uzbek black sheep or white horse. Moreover, there is a saying in folklore and in phraseology, however, a donkey – a symbol of stupidity, stubbornness, laziness (eshakdek qaysar, eshak miya). Historically, it was initial type of transport, which was used by prophets. So, Uzbek set-expressions and proverbs with zoonim «donkey» almost have negative or passive reflective connotations. There are also provided more samples of zoomorphism which are used widely in sayings: Fenrisulfr, a wolf in Norse mythology, Airavata, the king god of elephants in Indian mythology; Paw feet bathtub, with feet in the shape of a lion's paws; The sphinx from the "Oedipus Rex" by Sophocles; In The Flintstones and Night at the Museum, the dinosaurs Dino and "Rexy" behave and vocalize like dogs; Aslan in The Lion, the Witch and the Wardrobe is a lion that is the king of Narnia; The city of Wau was to be transformed in the shape of a giraffe.

Conclusion. Studying the results of cross-cultural research in phraseology, apparently, the most important legacy of archaic zoomorphism is not so much of its semantics and mythic tradition, but the peculiarity of unity of people and animals in the combination of wildlife within a particular ethnic culture. In spite of some similarities in interpretation or translation of the usage of zoomorphisms in proverbs, the most vital factor on addressing to the connotative meaning closely related to prehistoric culture and traditions of concrete nation.

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ОСОБЕННОСТИ ПЕРЕВОДА ЭВФЕМИЗМОВ В ПОЛИТИЧЕСКОМ ДИСКУРСЕ В СОВРЕМЕННЫХ АНГЛОЯЗЫЧНЫХ СМИ

Аннотация. Настоящая статья посвящена изучению эвфемии в политическом дискурсе в современных англоязычных СМИ. В статье дано определение понятию «эвфемизм», а также рассмотрены особенности передачи эвфемизмов, функционирующих в англоязычных СМИ, средствами современного русского языка. Автором предпринята попытка выделить и проанализировать основные способы перевода эвфемизмов с английского языка на русский.

Ключевые слова: английский язык, русский язык, способ перевода, политический дискурс, политкорректность, политкорректная лексика, эвфемия, эвфемизм.

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FEATURES OF TRANSLATION OF EUPHEMISMS IN POLITICAL DISCOURSE IN THE MODERN ENGLISH MEDIA

Abstract. This article is devoted to the study of euphemia in political discourse in the modern English media. The article defines what euphemisms mean and considers the features of translating euphemisms functioning in the English media, using the modern Russian language. The author attempts to identify and analyze the main ways of translating euphemisms from English into Russian.

Keywords: English language, Russian language, way of translating, political discourse, political correctness, politically correct vocabulary, euphemia, euphemism.

Невозможно представить современный мир без средств массовой информации, которые стремительно развиваются и оказывают сильное влияние на людей. СМИ являются самым главным и важным источником информации для нашего общества. Главной темой многих публикаций в газетах и журналах является политика. Все тексты, публикации и выступления, посвященные политике, относятся к политическому дискурсу. Политический дискурс характеризуется способностью манипулировать сознанием людей. Власть – цель этого вида дискурса. Но, чтобы скрыть такие намерения, большинство СМИ стараются использовать в текстах своих публикаций слова или выражения, которые не заденут чувства других людей, не оскорбят их, иначе говоря – используют политкорректную лексику. К такому типу лексики относятся эвфемизмы. В последнее время эвфемизмы стали

часто употребляться в качестве способа выражения корректности, которая касается различных областей жизни. Изучение эвфемизмов является насущной проблемой, потому что процесс образования такого явления происходит с большой интенсивностью, что подтверждают современные тексты.

Эвфемизмы («эмоционально нейтральные слова или выражения, употребляемые вместо синонимичных им слов или выражений, представляющихся говорящему неприличными, грубыми или нетактичными» [1, с. 68].) являются наиболее эффективными при замене некорректной лексики. В английском языке можно встретить достаточно большое количество эвфемизмов, которые употребляются с целью завуалировать, скрыть настоящий смысл обозначаемого или выразить какое-либо неприятное выражение более деликатным способом.

Феномен эвфемизации с целью построения политически корректных высказываний исследовал российский учёный В.В. Панин, классификация эвфемизмов которого была взята за основу исследования. Предложенная им классификация выглядит следующим образом:

1. Эвфемизмы, непосредственно отражающие идеи политической корректности, то есть смягчающие различные виды дискриминации. Данная группа состоит из нескольких подгрупп:

1) эвфемизмы, исключаящие проявление расовой и этнической дискриминации: *Asian American, American Indian/ Indian American, Native American, Latino, minority ethnic, indigenous people, Caucasian culturally-disadvantaged*;

2) эвфемизмы, смягчающие дискриминацию по половой принадлежности, созданные с целью повышения статуса женщины и исключения проявлений сексизма в языке: *anchorperson, newspaper/ letter/mail carrier, domestic partner/companion, sportsperson, law enforcement officer, firefighter*;

3) эвфемизмы, созданные для исключения дискриминации по социальному статусу: *economically marginalized, access controller, displaced homeowner, disfunctional family, technologically challenged, residentially flexible, low-income, between jobs, deprived, hair stylist, comfort women*;

4) эвфемизмы, смягчающие возрастную дискриминацию: *chronologically gifted, middlecence, third age people, senior citizens, mature*;

5) эвфемизмы, направленные против дискриминации по состоянию здоровья: *aurally inconvenienced, musically delayed, hearing difficulties, physical disabilities, learning disabilities, visually/optically/vocally challenged, visual impairments, intellectually disabled, immuno-compromised*;

6) эвфемизмы, направленные против дискриминации по внешнему виду: *horizontally challenged, full-figured, overweight, big-boned, aesthetically challenged*;

7) эвфемизмы, связанные с защитой окружающей среды, животного мира: *animal companion, free-roaming animal, organic biomass, environmental activists*.

2. Эвфемизмы, так или иначе соотносящиеся с идеями политической корректности, среди которых выделяются:

1) эвфемизмы, характеризующие негативные явления в социально-экономической сфере: *period of negative economic growth, adult beverages, correctional facility, gender reassignment, therapeutic misadventure*;

2) эвфемизмы, направленные на прикрытие антигуманной политики государства: *ethnic cleansing, limited air strike, protective custody, collateral damage, pacification, to terminate, to liquidate* [2, с. 19].

В ходе исследования мы выяснили, что наиболее часто встречающимися эвфемизмами в прессе являются выражения, которые относятся к подгруппе «расовая и этническая дискриминация». Не менее часто можно увидеть выражения, которые входят в подгруппу «дискриминация по состоянию здоровья и по социальному статусу». Важную роль также играют подгруппы политически корректной лексики «направленной против дискриминации по внешнему виду» и «смягчающей дискриминацию по половой принадлежности». Надо отметить, что подгруппы политически корректной лексики, «направленной на прикрытие антигуманной политики государства», «характеризующей негативные экономические последствия», «смягчающей возрастную дискриминацию», «связанной с защитой окружающей среды, животного мира» представлены незначительным количеством политически корректных слов.

Далее был также рассмотрен и перевод данного типа лексики с английского языка на русский на примерах англоязычной прессы. Для того, чтобы перевести эвфемизмы с английского языка на русский, переводчик прибегает к использованию различных переводческих трансформаций. Самыми распространёнными способами передачи эвфемизмов на русский язык являются транслитерация, транскрипция и калькирование. Некоторые эвфемизмы имеют эквиваленты в русском языке, но количество таких слов незначительное. В некоторых случаях можно применить такие способы перевода как частичное соответствие и приём добавления.

Цель исследования заключалась в выявлении переводческих трансформаций при переводе эвфемизмов с английского языка на русский.

Приведём пример использования переводческой трансформации подбор эквивалента. Эвфемизм *“pregnancy termination”* на русский язык был передан словосочетанием *«прерывание беременности»*. Ещё одним примером применения трансформации подбора эквивалента можно считать перевод эвфемизма *“the Jewish people”*, который на русском языке звучит *«еврейский народ»*.

В исследуемом предложении эвфемизм *“free-roaming”* был переведён с помощью описательного перевода. Таким образом, на русском языке его перевод звучал так: *«находящийся на воле»*.

Примером приёма транслитерации является перевод эвфемизма *“neutralize”*, который на русский язык передаётся как *«нейтрализовать»*.

Эвфемизм *“economically disadvantaged people”* на русский язык был переведён как *«малообеспеченные люди»*, это означает, что такое словосочетание было передано на русский язык с помощью приёма частичного соответствия. Термин *“person of color”*, который используется вместо некорректного выражения *“non-white person”*, был переведён как

«представитель не европеоидной расы» с помощью приёма подбора частичного соответствия.

Эвфемизм “*African American*”, который заменяет слово “*negro*”, был передан с помощью калькирования и на русском языке звучит как «афроамериканец».

Таким образом, можно заключить, что явление эвфемии представляет собой неотъемлемую часть коммуникации в современных языках. Основными критериями использования такого лингвистического приёма является стремление избежать социальных обострений и достичь бесконфликтной атмосферы в обществе, тем самым облегчая коммуникацию между разными социальными группами.

Исследование проведено на примере англоязычных СМИ, и можно сделать вывод, что публикации, затрагивающие политические отношения, изобилуют эвфемизмами, так как процесс эвфемизации является одной из главных характеристик языка СМИ.

Проанализировав примеры эвфемизмов и их перевод на русский язык, можно сделать вывод, что наиболее частым способом перевода эвфемизмов является подбор эквивалента и межъязыкового соответствия в русском языке, описательного перевода и калькирования.

Результаты проведённого исследования, представленные в статье, обладают теоретической и практической значимостью и могут быть использованы в дальнейшем для изучения этой темы.

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ПОЯВА ЛЕКСИЧНИХ ВЕБ-КОМУНІКАЦІЙНИХ НОВОУТВОРЕНЬ ПІД ВПЛИВОМ МЕРЕЖІ ІНТЕРНЕТ

Анотація. У статті розглядаються питання стосовно появи та правильного перекладу англійських неологізмів у сфері Веб-комунікації на українську мову, які продиктовані необхідністю зрозуміти особливості походження та утворення лексики спілкування в мережі Інтернет. Аналізуються методи і способи перекладу. Наводяться точки зору та визначення різних науковців щодо поняття «неологізму» та новоутворень, які виникли під впливом мережі Інтернет.

Ключові слова: неологізм, мережа Інтернет, Веб-комунікації, інтернетизація, інфонеологізм.

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THE EMERGENCE OF LEXICAL WEB-COMMUNICATIONS UNDER THE INFLUENCE OF THE INTERNET

Abstract. The article deals with the issues regarding the emergence and correct translation of English neologisms in the field of Web-communication into Ukrainian, which are dictated by the need to understand the origin and formation of vocabulary in the Internet. Methods and means of translation are analyzed. The viewpoints and definitions of various scholars on the concept of "neologism" and the new words that emerged under the influence of the Internet are given.

Keywords: neologism, Internet, web communications, internetization, infoneologism.

Вступ. Зміни, що відбуваються в житті, науці, техніці відображаються в словарній базі будь-якої мови, у тому числі і англійської. З'являються нові поняття, предмети, явища, що вимагають найменувань, що не існували дотепер. Іноді нові слова називають предмети або явища, що існували і раніше, але з появою нових визначень, старі назви поступово виходять з вживання. Процес творення нових слів є нескінченним.

Поповнення лексики англійської мови відбувається у різних моделях власної системи творення нових слів, шляхом запозичення готових одиниць з інших мов, а також за рахунок розширення об'єму значень вже існуючих слів.

Словотворча система розвивається і змінюється. Зміни відбуваються із словотворчими афіксами - одні афікси відмирають, інші з'являються, змінюється продуктивність і активність словотворчих моделей, вживаність

лексичних одиниць, створених за певними моделями, виникають нові значення вже наявних слів.

Процес словотворення відбувається постійно, відбиваючи зміни в навколишньому світі, відповідаючи потребам носіїв мови. Тому велике значення має вивчення продуктивних способів утворення лексичних одиниць, їх типів і моделей, завдяки яким вони створюються, ступеня їх продуктивності, активності і вживаності.

Постановка проблеми. В даний час англійська мова переживає неологічний бум. Щороку в мові з'являється велика кількість слів, необхідність реєстрації та опису яких визвала появу нового розділу лексикології – неології – науки про нові слова. Для отримання «законного» статусу у мові слово повинне пройти стадії соціалізації (закріплення у суспільстві) та лексикалізації (закріплення в мові). При цьому процес лексикалізації передбачає як наявність навиків використання неологізму, так і виявлення умов та протипоказань для його вживання в різних контекстах. Пройшовши всі стадії аналізу і затвердження, лексична одиниця певного структурного типу реєструється у словнику неологізмів. [1, с. 194]

"Інтернетизація" та розвиток Веб-комунікацій супроводжується справжнім вибухом новоутворень, пов'язаних з інформаційною технікою та спілкуванням в Інтернет-просторі. Неологізми, які виникли у процесі спілкування в мережі Інтернет – це динамічна система, яка активно розвивається. Це один із шляхів проникнення в українську мову англіцизмів. Багато слів із Веб-комунікаційної сфери переходять в офіційну норму спілкування.

Такі словотворчі процеси як афіксація, словоскладання, конверсія, поруч з семантичними процесами, детально представлені у даному дослідженні.

На сьогодні актуальність правильного перекладу англійських неологізмів у сфері Веб-комунікації на українську мову продиктована необхідністю зрозуміти особливості походження та утворення лексики спілкування в мережі Інтернет (електронна пошта (e-mail), електронні розмови (чати), блоги, електронні дошки оголошень (BBS), комп'ютерні конференції).

Актуальність даної роботи обумовлена слабкою вивченістю Веб-комунікації, низьким рівнем розробленості даної теми, хоча інтернет все міцніше входить в наше життя не тільки як засіб роботи або навчання, але, в основному, і як засіб спілкування. Особливості впливу інтернет-реальності на його користувачів практично не вивчаються, але вже можна виділити кілька аспектів, які цікавлять вчених в системі взаємодії "людина - інтернет". До них відносяться проблеми, пов'язані зі співвідношенням "реальної" та "віртуальної" особистості, інтернет-залежності, особливості інтернет-комунікації та ін.

Аналіз останніх досліджень та публікацій. На початку XXI століття дослідження в неології проводяться в різних напрямках, кожне з яких ставить перед собою як загальні цілі (виробити однозначне визначення неологізму і критерії віднесення нових одиниць до неологізмів), так і окремі.

У XXI столітті в центрі уваги лінгвістів виявляються нові терміни. Науково-дослідні інститути різних країн відстежують нові одиниці і аналізують

відібраний матеріал на предмет виявлення продуктивних способів словотворення.

Так, проблемою неології займалися такі вчені, як І. В. Андрусяк, Р. Берчфільд, О. Д. Мешков, С. М. Єнікеєва, Ю. О. Жлуктенко, В. І. Заботкіна, Ю. А. Зацний, Н. К. Кубрякова, О. М. Позднякова, та інші.

Постановка завдання. Метою статті є виявлення особливостей утворення нових лексичних одиниць у сфері Веб-комунікації, визначенні їх ролі у збагаченні словникового складу англійської мови та особливостей їх перекладу.

Виклад основного матеріалу. Як вважає Арнольд І. В. [2, с. 235], неологізми — лінгвістичний термін, до якого відносять будь-яке нещодавно введене слово, комбінацію слова, нове значення для існуючого слова, чи слова, запозичені з іншої мови, нововведення якого все ще відчувається.

До сильних неологізмів можна віднести і *запозичення*. На думку Голубицького С. [3, с. 58], запозичення як джерело поповнення словникового складу посідають в англійській мові значне місце. Дуже велику роль відіграли запозичення в XIII і XIV ст., коли в Англії одночасно функціонували три мови: англійська — мова основної маси населення, французька — мова школи, державних і законодавчих органів, і латинська — мова церкви і науки. Пізніше запозичення були, головним чином, наслідком розширення політичних, економічних і культурних зв'язків Англії, а також США з іншими країнами.

Як стверджує Еко У. [4, с. 8], аналіз запозичень, які прийшли в англійську мову, показує, що традиційні джерела (французька, іспанська, італійська, російська, німецька, грецька, португальська та інші європейські мови дали 52% запозичень, тобто трохи більше половини. Для деяких запозичень характерне вживання в одному, рідше - двох варіантах англійської мови (британському, канадському, австралійському). Найбільша кількість запозичень, як і раніше, надійшла з французької мови, проте у порівнянні з запозиченнями 80-років їх питома вага різко знизилась. У наш час англійська мова частіше „надає” свої слова іншим мовам, ніж „приймає” їх. Це пов'язане з тим, що англійська мова набула статусу *Lingua franca* (мова спілкування) XX століття. Однак, не дивлячись на те, що запозичення в даний час становлять лише 7,5% від загальної суми неологізмів, їх розгляд є дуже необхідним, так як без цього шару неможливо уявити собі весь корпус нової лексики.

Як зауважує Голубицький С. [3, с. 62], серед найбільш популярних образних характеристик сучасного етапу науково-технічного прогресу можна назвати такі, як „ера Інтернету” (*Internet Era*), „вік Інтернету” (*Net Age*). Вплив Інтернету на словниковий склад англійської мови проявляється не тільки в його поповненні значною кількістю інновацій, але й у певних змінах у способах та засобах збагачення, у виникненні нових словотворчих елементів та моделей, у формуванні нових напрямів семантичного розвитку лексики, тобто цей вплив охоплює, фактично, всю лексико-семантичну систему англійської мови.

„Інтернетизація” супроводжується справжнім вибухом новоутворень, пов'язаних з інформаційною технікою. Так, серед неологізмів 2000-2010 років вони складають понад третину всіх інновацій. Більшість таких новотворів

закріплено одночасно за декількома сферами матеріального і духовного життя у зв'язку з їхньою комп'ютеризацією, інформаціоналізацією.

Широков В. А., Ковтуненко Л. С. [5, с. 6] наголошують, що аналіз „інфонеологізмів” дає, насамперед, можливість усвідомити деякі тенденції розвитку словотворчої і лексико-семантичної системи мови. Саме слово Інтернет також перетворилося на базу для цілої серії неологізмів, особливо фразеологічних (Internet appliance — Інтернет-пристрій, Internet host — власник Інтернету, Internet cafe — Інтернет-кафе). Прискорений темп розвитку „інтернетівського світу” призвів, наприклад, до виникнення понять „інтернетівський час” (Net time), „інтернетівський рік” (Internet year). Поняття „інтернетівський рік” виникло за аналогією до поняття „собачий вік”.

Шевченко І. В., Широков В. А. [6, с. 192] зазначають, що інтернетівські „гуру” вважають, що „інтернетівський рік” дорівнює трьом звичайним місяцям. Слово Internet також послужило зразком для таких поширених інновацій, як intranet „комп'ютерна мережа, що з'єднує ЕОМ певної фірми”, extranet „комп'ютерна мережа, що з'єднує певну фірму з клієнтами, постачальниками”. Найближчим часом з'явиться техніка, яка дасть можливість постійного і надійного зв'язку з Інтернет шляхом використання простих приладів, у тому числі навіть побутових. Така техніка (і сама система зв'язку з Інтернет) позначається словом *evernet*. Необхідно також відмітити, що виникло новоутворення *outernet* для позначення традиційних „доінтернетівських” засобів інформації — преси, літератури, телебачення тощо.

Згідно дослідження Геринг С. К. [7, с. 7], явище атракції синонімів навколо цілої низки понять, співвіднесених з Інтернет, як і концентрація неологізмів навколо базових центрів парадигм, обумовлюється актуальністю процесів і явищ, що протікають в умовах сучасного етапу науково-технічного прогресу. Серед понять, які „притягують” численні синоніми, можна відзначити такі: **„великий аматор комп'ютерної техніки, Інтернет, людина, схилена на сучасній техніці”** — *chip-head, computer junkie, cyberaddict, cyberhead, cyberbuff, cyberjunkie, data-junkie, digit-head, gearhead, nethead, technophile, tekky, telephile*; **„фахівець у галузі сучасної техніки”** — *computer nerd, cyberguru, cybernerd, geek, supernerd, techguru, technogeek, technoguru, technopundit, technonerd, technosavant, ubernerd*; **„людина, що добре знає комп'ютерну техніку, що вміє працювати з нею”** — *computer hip, computerate, computenent, computersavvy, cybersavvy, it-savvy, technoliterate, techsavvy*; **„людина, що активно користується Інтернет”** — *cyber-citizen, cybersurfer, e-surfer, netter, internaut, nethead, netizen, netsurfer*.

Заслужують на увагу лексико-фразеологічні інновації, що співвідносяться з інформаційною революцією, особливо з Інтернет і відбивають впровадження комп'ютерної, телекомунікаційної техніки в різні сфери матеріального і духовного життя, а також пов'язані з цим упровадженням нові поняття, процеси, явища. Дані інновації свідчать як про численні блага і вигоди, створені комп'ютеризацією, так і про виникнення нових проблем, негативних наслідків і побічних ефектів.

Упровадження комп'ютерної та іншої інформаційної техніки внесло кардинальні зміни в освіту. Мова йде про комп'ютеризовану освіту (computer aided education), що створює умови для домашнього навчання дітей

(cyberschool, teleschooling), для одержання вищої освіти, високих учених ступенів „на відстані” (distance learning). Вважається, що впровадження комп'ютерів у шкільне навчання, „клавiатурна революція” (keyboard revolution), у найближчому майбутньому зробить класи „безпаперовими” (paperless classrooms) [8, с. 89]. Все більше вищих навчальних закладів обладнуються засобами комп'ютерної і телекомунікаційної техніки і перетворюється у „віртуальні університети” (virtual university), „мультимедійні університети” (multimedia university).

Виникає специфічна англійська мова — мова спілкування через Інтернет — Netspeak як окремий вид мовлення, проміжний між усним та письмовим.

Британський лінгвіст Д. Крістал [9, с. 29] називає його „третім засобом”. Неологізм weblish (web + English) як раз і позначає специфічну англійську мову, притаманну інтернетівським матеріалам (з такими рисами, як орфографічні, пунктуаційні та граматичні помилки, не літературний стиль тощо).

Висновки. Бурхливий розвиток усіх галузей сучасного людського життя знайшов своє відображення в мові, особливо на лексичному рівні. Еволюція лексики – це не просто зміна складових словника. Виходячи з того, що “само поняття мови включає динаміку мови як діяльності”, ми спробували розглянути основні проблеми неології в аспекті діяльного підходу до мови, проаналізувати фактори появи нових слів та співвіднести їх з прагматичними потребами суспільства в цілому, окремої соціальної групи, окремого індивіда.

Серед нової лексики переважають номінації нові як за формою, так і за змістом. Аналіз нових номінативних одиниць за способом творення показав, що в мові останніх десятиліть переважають морфологічні неологізми, тобто одиниці, створені за зразками, які вже існують в мовній системі, та з морфем, існуючих в даній системі. Між типом номінативної одиниці і способом її творення існує визначена кореляція. Так, власне неологізми, одиниці, які поєднують новизну форми з новизною змісту, з точки зору способу творення є фонетичними і морфологічними неологізмами, запозиченнями. Семантичні інновації, які поєднують новизну змісту з уже існуючою формою, з'являються шляхом зміни значення.

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АНАЛИЗ ГРАММАТИЧЕСКОГО РОДА ЗАИМСТВОВАНИЙ В СТАРОВЕРХНЕНЕМЕЦКОМ ЯЗЫКЕ

Аннотация: В настоящей статье анализируются заимствованные имена существительные в древневерхненемецком языке с точки зрения их родовой адаптации. Автор приходит к выводу, что процесс родовой ассимиляции заимствований аналогичен логике родовой адаптации субстантивов в современном немецком языке. Одновременно мотивированность рода исконно немецких слов в древневерхненемецком повлияла и на изменение рода некоторых заимствований и многие колебания в роде можно объяснить именно с этой точки зрения.

Ключевые слова: древневерхненемецкий язык, грамматический род, мотивированность, исчисляемые имена, заимствование, изменение в роде

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ANALYSIS OF GRAMMATICAL GENDER OF LOAN WORDS IN OLD GERMAN

Abstract. The article analyses the loan words in Old German with the relation to their gender adaptation. It is concluded that the loan words in Old German permit to differentiate the gender according to the same rules as in Modern German: the most nouns preserved the gender of the borrowing languages. In spite of this they are adapted according to natural gender, to the morphological characteristic. At the same time some loan words can be explained also from the point of the grammaticalization theory.

Keywords. Old German, Gender, Motivation, Countable Nouns, Loan Words, Gender Variations

Вопрос о сущности категории рода в древневерхненемецком языке основательно представлен Э. Лейс и Р. Фрошауэр, выявивших семантически мотивированную категорию в древневерхненемецком, связанную с категорией числа. Эта связь выражалась в распределении имен существительных по родам по мереологическому признаку. Одно и то же существительное в зависимости от значения могло употребляться в нескольких родах. Мужской род выражал предметы со значением исчисляемости, делимого, женский род – со значением собирательности и недистрибутивного, контурного целого, обобщая его отдельные части. Форма ср.р. имела вещественное значение, обозначала неисчисляемую массу, вещество, материю, являющихся делимыми. В поздневерхненемецкий период прозрачность многофункциональной системы рода исчезла, сохранив мотивированность в

новообразованных дериватах [3, сс. 33-48; 4, сс. 11-31; 1]. Так, существительное “цветок” имело два варианта *bluoto m, f*. Мужской род обозначал единичное, делимое, т.е. контурный цветок, вариант ж.р. *bluota* выражал целостность, общность цветка и цветения.

Целью настоящей статьи является исследование заимствованных имен существительных в древневерхненемецком для выявления принципов распределения заимствований в древний период существования немецкого языка и сопоставления полученных результатов с положениями об общей логике распределения имен по родам в древневерхненемецком языке. Материалом исследования по принципу сплошной выборки послужили первый и второй тома Этимологического словаря древневерхненемецкого языка [5].

В материале нашего исследования большая часть заимствований относится к заимствованиям из латинского. Продуктивной родовой оппозицией оказался женский род. Причем род древневерхненемецких слов полностью соответствует роду латинского слова: д.в.н. *alba f* “белая нижняя одежда” (10 в.) < лат. *alba f*. Заимствований мужского рода, сохранивших род заимствующего языка, значительно меньше, например, д.в.н. *engil m* “ангел” < лат. *angelus m* < гр. ἄγγελος, д.в.н. *esil m* «осел» < лат. *asinus m*. Заимствований среднего рода, сохранивших род языка-первоисточника, единицы. Это *erfi m, n, erfih m, n* < лат. *arium n* < лат. *arium* “сельдерей”. В этом слове наблюдаются колебания в среднем и мужском роде. По нашему предположению, этот пример можно объяснить семантически. В качестве конкретного существительного употреблялась мужская форма *erfi m*. На форму среднего рода мог повлиять род латинского субстантива *arium n*, с одной стороны, а с другой, слово воспринималось как имя вещественное в собирательном значении.

В исследуемом материале есть достаточное количество слов, имеющих родовые дублеты без указания различия в значении. При этом довольно продуктивной для древневерхненемецких заимствований оказывается средний род в отличии от современного немецкого языка. Исходя из теории мотивированности рода, можно объяснить следующие существительные. В слове *dām sr.p., dāmo m.p., dāma f* «лань» от позднелат. *dāma f* “лань”, *dam(m)us m* “косуля, антилопа” встречаются все три оппозиции. С одной стороны, семантика по признаку мужской/женский пол могла повлиять на древневерхненемецкие формы. Одновременно здесь налицо и влияние рода языка-источника. С другой стороны, несмотря на латинские женский и мужской род, в древневерхненемецком слово употребляется и в среднем роде. Можно предположить, что здесь языковое родовое мышление исконных слов могло повлиять на форму среднего рода в собирательном значении как «стадо». Вопреки латинскому женскому роду *aciāle f* “сталь” древневерхненемецкое *esko* употребляется в мужском роде. Авторы Л. Ллойд и О. Шпрингер не исключают также его употребления в ср.р. Подобные колебания наблюдаются и для д.в.н. *eimbar m, n* “урна, кувшин” от лат. *ampora, amphora f*, д.в.н. *erbisib n (?)*, *f (?)* “барбарис” < позднелат. *berberis f*, д.в.н. *eban m, n*, *ebeno* “эбен (дерево)” < **ahd. ebana f* < *ebenus f*, д.в.н. *altāri m* “алтарь” 8 < лат. *altāre n*. Как мы видим, для всех этих существительных допускается мереологическое значение целого - конкретного, частного – собирательного, вещественного (в

значении неисчисляемой массы, материи), с одной стороны. С другой стороны, влияние других языков-посредников исключается в данном случае, поскольку в этот период влияние латинского было сильнее, и значение слов подсказывает латинский первоисточник.

В некоторых случаях морфологические признаки играют существенную роль в распределении имен по родам. Латинские субстантивы поменяли мужской род на женский: д.в.н. *essa*¹ «монета» f (12, 13 в.в.) < лат. *assis* m «монета», д.в.н. *azzīh* m < вульг.лат. **acētum* < *acētum* n «винный уксус». Для заимствования *essa* f характерен переход латинского -ĕ- в germ. -ī-. Сравни: др.в.н. *buliz* «гриб» < лат. *bolētus*, др.в.н. *muniza* «монета» < лат. *monēta*. Женскую форму можно объяснить по морфологическому признаку - окончанию -a. Наряду с этой женской формой есть и форма ср.р. *essi* n (9в.), означающая «туз». Она также заимствована из лат. мужского рода *assis*. Если взять за отправную точку теорию сверхмотивированности рода в древневерхненемецком, то можно объяснить форму женского и среднего рода. В латинском языке слово *as* среднего рода означает «монета» (в собирательном значении, целое как единство). Если слово вошло в древневерхненемецкий в этом значении, то вполне логично, что оно воспринимается в среднем роде как неисчисляемая масса. Другая женская форма *essa*² означает «небольшой вес, небольшая монета». Принадлежность к *onus latine essa massa* (12в) ставится авторами под сомнение. В случае, если слово *essa* переводится с лат. *massa* «масса», то, возможно, что в этом значении существительное женского рода обозначает «вес, монета», т.е. выражает собирательное недистрибутивное значение, неделимое целое, что также вписывается в общую логику распределения имен существительных по родам, согласно Фрошауэр. Подобным образом можно объяснить изменения в роде таких имен как д.в.н. *āloē* n, *aloēs* f «алоз» < лат. *aloe* f, д.в.н. *bolz*¹, *polz*¹ m «каша» < *puls* f, д.в.н. *alari* (*alabi*) n «мазь» < вульг.лат. *alpes*, *adeps* m, f.

Таким образом, проанализировав небольшое количество заимствований с точки зрения адаптации рода, можно сделать следующие выводы:

Как в современном немецком, так и в древневерхненемецком языках вместе с заимствованным словом заимствуется и род. При этом самой продуктивной оппозиций для заимствований в древневерхненемецком оказывается женский род. Если заимствование по морфологическим показателям вступает в конфликт в заимствующем языке, то оно меняет свой род. В отличие от немецкого среднего рода заимствования в древневерхненемецком меняют свой род и на средний род. Следовательно, для этого периода средний род является достаточно продуктивной категорией. Колебания и изменения в роде можно объяснить, исходя из мотивированности и прозрачности родовых отношений в древневерхненемецком. Это касается прежде всего имен существительных, которые в древневерхненемецком поменяли свой род большей частью на средний. Можно предположить, что эти субстантивы в форме среднего рода выражают собирательное значение, неисчисляемую материю. Если для существительных мужского рода можно допустить влияние старофранцузского, то для среднего рода ввиду наличия двух родовых

оппозиций в старофранцузском оно исключается. Следовательно, мы допускаем, что, вероятнее всего, изменения в роде связаны с распределением слов по родам по мереологическому признаку. По сути, принцип ассимиляции заимствований по родам в древневерхненемецком частично отражает процессы грамматикализации рода. Колебания в роде заимствований не столько связаны с разными языками-источниками, сколько с семантикой слова.

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ПРИТЧЕВИЙ КОНТЕКСТ ЗБІРКИ Д. ПАВЛИЧКА «НАПЕРСТОК»

Анотація. У статті досліджено сучасну поетичну творчість Д. Павличка. Здійснено аналіз етапної поетичної збірки «Наперсток» та виокремлено ключові образи даної збірки.

Ключові слова: сучасна поетична творчість, образ України, художній образ, збірка поезій, специфіка відтворення.

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(Глухов, Украина)

Аннотация. В статье исследовано современное поэтическое творчество Д. Павлычко. Осуществлен анализ этапного поэтического сборника «Наперсток» и выделены ключевые образы данного сборника.

Ключевые слова: современное поэтическое творчество, образ Украины, художественный образ, сборник стихов, специфика воспроизводства.

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THE DIRECTORY CONTEXT OF D. PAVLICHKO'S «NAPERSTOK» COLLECTION

Abstract. The article deals with the contemporary poetic work of D. Pavlychko. An analysis of the stage poetic collection "Thimble" has been performed and the key images of this collection have been identified.

Keywords: modern poetic creativity, image of Ukraine, artistic image, collection of poetry, specificity of reproduction.

Збірка «Наперсток» Д. Павличка (2002), як і «Гранослов», є багатоетапною з багатьох поглядів у сучасному творчому доробку Д. Павличка. Історіософський контекст цілого грона мотивів збірки активізував саме естетику, закорінену в умовність. А свого часу відроджена Д. Павличком притчевість у збірці «Наперсток» стає тим надзвичайно ефективним семіотичним механізмом, який багатократно помножує діалогічні можливості авторського Слова, зверненого до кожного зокрема й до всіх тривожно

мислячих загалом. До збірки увійшли поезії «Київ у травні», «Земля з Тарасової могили», «Куделя», «Скатертина», «Люлька», «Писанка», «Зелені свята», «Мене нема», «Свобода», «Тризуб», у яких образ України едомінуючим.

Збірка «Наперсток» займає особливе місце в творчості поета. Особливе, бо кличе автора в небувалий, віртуальний час, де можливими є її повернення в минуле, і погляд на події збоку, і найдивовижніші перевтілення, і розшифрування забутих письмен, і оживлення замовклих голосів. «Це книга запитань без відповідей і відповідей без запитань. Таке враження, ніби перебуваєш у майстерні скульптора: впереміш зліпки й початі роботи; посередині – стіл, що, обертаючись, демонструє форму, композицію, фактуру» [3, с. 144].

Характеристику збірки можна було б втиснути в суголосну сьогоднішнім теоретичним студіям тезу: спроектоване на діалог із часом поетове слово маніфестоване (або ж зовні виявлене) і ваговитими семантичними мотивами, антитезами й паралелями, і повторами інтертекстуального змісту, якими є часто використовувані ремінісценції та алюзії – від І. Величковського, Г. Кониського – до О. Довженка, В. Симоненка. Але ця суха констатація не в змозі розкрити своєрідності художнього космосу творця, а, стже, й таємниці магнетичного впливу його слова.

Зерно художності, за М. Бахтіним, – в «діаді особистості і зовнішнього світу, котрий протистоїть їй» [1, с. 365]. Завдяки їй своєрідно організується екзистенційна позиція умовного героя й естетична реакція – відповідь читача. З розгортання цієї універсальної «діади» в унікальну художню реальність народжується художній твір. Сам спосіб такого розгортання (героїчний чи, наприклад, іронічний) трактується теоретиками як модус художності, як «естетичний аналог духовно-практичного модусу особистісного існування (способу присутності «я» в світі)».

Поезія збірки «Наперсток» є інтелектуальною. Вірші зорієнтовані на діалог з реципієнтом, здатним до примноження сповідуваної автором системи цінностей, до співдумання над буттям людини на межі тисячоліть.

Шістдесят поезій, перекладених по-польськи, – то сад. Не божественних пісень, як у Г. Сковороди, хоч саме із ним пов'язаний основний мотив збірки – мотив пам'яті, насамперед, пам'яті культурної, історичної і вибореної тяжко свободи. «Що то за вольність? Добро в ній яке?» – крізь віки звучить запитальне сквородинське.

Свобода, як човен.

*Гниє, коли стоїть на прив'язі,
керований веслами йде від берега до
берега,*

*а пущений без керма заводю – зникає, –
відплує у відповідь розмірковувальне Павличкове.*

Свобода, як молитва [4, с. 99] («Свобода»).

Це якісно новий рівень діалогічного єднання – протистояння роздумів двох митців над феноменом свободи в часовому діапазоні понад два сторіччя, відмінний від започаткованого ще в шістдесятих. Уже тоді він окреслився ремінісцентними рядками «як доозріває тиші вічна мить, і мов зернятко в

яблуці дзвенить», які сприймаються не як просто «етнічно впізнаване порівняння» (В. Моренець), а як прообраз і предтеча ускладненої екзистенційної поезії. У ній Павличко актуалізуватиме світ думок Сковороди, а не сам його образ – суворого екзаменатора, як у Ліни Костенко («Минає день, минає день, минає день, а де ж мій «Сад божественних пісень»?») чи «роздвоєного», «блудного», печеного «піччю Катерин» мандрівника, як у І. Малковича:

*Куди, Грицьку, йдеш –
в народ стежка твоя?
Що ти йому несеш –
«Басни харківськія»?..
Роздвоєний Сковорода
в рідне забрів село,
віршу розповіда,
душі козачкам звело:
«Буцімто й босий Гриць,
а царської мови доп'яв,
по-царськи язик ворухивсь,
як віршу казав [4, с. 107] («Пійманий Сковорода»).*

Сковородинські образи, ремінісценції в низці віршів актуалізують філософсько-іронічний модус художності, який постає як домінуючий у творах «Муха», «Кроти», «Павич», «Консіліум», «Собака», «Дентист», «Солов'ї і жаби», «Слов'яни», «Дракон». Байкарська основа у Д. Павличка стає концентратом вибухової енергії нового сенсу, свіжого підтексту. У межах одного поетичного твору іронічний і навіть саркастичний дискурс врівноважується алегорично-умовним планом подачі подій, і що найважливіше – розширенням просторово-часового виміру спокійно-виваженого розмірковування-поцінування, до якого залучається читач. Алегорична інакомовність часто навмисно прозора, загальнодоступна, як у віршах «Кажан», «Солов'ї і жаби» чи «Муха».

Воістину байкарський сюжет переростає в філософську медитацію про відносність та минуність того, в чому немає органічної необхідності:

*А дощ одірвався од свого хвоста,
як від зайвого тягара,
непотрібної прикраси,
і пішов, і пішов, і зник за обрієм [4, с. 107].*

Так звертається могутній дуб до жита, пшениці, проса, квасолі, гречки, ячменю, чечевиці, гороху, вівса. В побудованому у формі пропозиції-відповіді вірші поєднано реальність (слов'яни зібралися на конгрес) й умовність, спостерігаємо тут і процес перетворення езопової мови з доконечної потреби (коли говорити прямо було небезпечно) – в додатковий, але далеко не другорядний засіб вираження авторської думки й огранення її в блискучий пуант:

*А слов'яни подумали,
подумали,
поду...
І кажуть: – Хоч ти і найбільший у наших*

роду,
і заманливо бути
таким, як ти єси,
але що з того вийде?
Одні дубові ліси!
А, крім того, нам дуже дорога
наша воля.
Так сказали слов'яни –
жито, пшениця, просо, гречка, ячмінь,
чечевиця,
горох, овес і навіть квасоля [4, с. 71] («Слов'яни»).

Потужний мотив пам'яті і дав назву аналізованій збірці. Пам'яті глибоко особистій, асоціаціям виразно індивідуальним, а також кореням давньолітературним завдячує екзистенційна поезія збірки, зокрема та її частина, в центрі якої – Його величність невблаганний Час.

В якому столітті
ти не народився б,
завжди буде запізно і заскоро!
Запізно, бо все найважливіше
на цьому світі
вже сталося без тебе,
заскоро, бо все найважливіше
на цьому світі,
ще станеться без тебе [4, с. 32] («Запізно і заскоро»).

Ці рядки вірша «Запізно і заскоро» нагадують медитацію І. Величковського на тему часу (цикл «Минуті»). Зближує твори поетів XVII і XX століть інтенція до вивільнення настроєвого начала в переживанні й пережитті буття. Посередником між ними може бути хіба що ще один український філософ і поет Є. Плужник з його збіркою «Дні» (1926). Наприклад, Плужникові рядки:

Дивлюсь на все спокійними очима
Давно спокійний бути я хотів
І вже не тішить вишукана рима
А біль її шукати – й поготів! [2, с. 80] («Дивлюсь на все спокійними очима»).

У контексті вітчизняної екзистенційної поезії сприймаються як предтеча появи суголосних мотивів у віршах аналізованої збірки «Двері», «Фотографії», «Чужинець», «Душа», «Сходи», «Життя», «Я є».

У цій поезіїї простежуємо і нерозривний зв'язок автора з рідним краєм. Його думки і у зрілому віці линуць у спогади дитинства.

Екзистенційний мотив у збірці «Наперсток» окреслюється як основний і підпорядковує собі низку інших. Зокрема й мотив пам'яті в його різноманітних виявах, роокріплюючи широту інтелектуально-духовних пошуків автора. Д. Павличко не боїться, що роздуми про те, чи завжди автентичним було його власне існування (вірш «Дракон»), можуть привести до невтішного висновку. Водночас доміантний у збірці загалом іронічний модус художності в названому творі (та й у деяких інших, зокрема «Маска», «Сходи», «Мене

нема») збагачується й починає вигравати новими інтонаційними барвами самоіронії:

*А може справді
мене нема?*

*Бо ж недаремно там мене шукають,
вливаючись очами в кожну постань,
безсмертні очі вишень і черешень [4, с. 85] («Мене нема»).*

У центрі вірша «Писанка», в ореолі любові – тривоги, теж хронотоп дому. Ним став сьогодні «цей світ – надбита писанка; // вона ще не розпалась, // але глибокі тріщини у шкаралупі // показують, що на землі живуть сліпі, // котрі не бачать // розколин небезпечних...» [4, с. 81].

Одним із ключових образів збірки є образ України. По-особливому змалює Д. Павличко квітучу Україну у вірші «Київ у травні», протиставляючи її сірій буденності:

*Київ у травні
на розквітлих каштанах,
ніби на величенських парашутах,
піднімається в небеса,
пливе над Україною,
світить зорями соборів [4, с. 26] («Київ у травні»).*

Не забуває Д. Павличко про тяжкі для України часи, людські муки і тортури:

*І тільки з висоти Голгофи і хреста,
вже будучи прибитим,
Ісус побачив стухлих з голоду дітей
в благословенній Україні,
побачив Освенцімські печі,
побаив крові
пульсуючий струмок,
під фундаментами тюрми в Катині,
і здригнувся,
і збагнув,
що смерть його не може бути,
спокутою за злочини влюдську [4, с. 90] («О, Батьну мій небесний!»).*

Отже, збірка «Наперсток» Д. Павличка наскрізно пройнята філософськими роздумами автора про минуле народу. Образ України митець подає крізь призму сковородівських мотивів. Наскрізним мотивом збірки є філософське осмислення історії українського народу, її особливості та традиції.

Образ України у збірці «Наперсток» в уяві автора асоціюється з писанкою, слав'янським народом, житом, пшеницею, рідним краєм, свободою, полями, нивами, дощем, батьківською хатиною.

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