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Bielitska Y.

PROPERHOOG AS THE REFLEX OF VOCATIVENESS

Onymogenesis, which is treated in this paper through vocativeness, is traditionally considered within the predicate-argument structure of the expression. Such approach is the result of the generative tradition in linguistics which places the predicate as the centre of the deep structure, thus, leaving the vocative beyond analysis. The uncertain status of the vocative in the formal semantics, transformation, generative, and even cognitive linguistics, information theory either specify it as a certain type of predicate or just mark its non-clausal idea. However, many scholars agree with the interpretation of the semantic and functional specificity of vocatives, though computated from the argument-predicate structure, which gives rise to other problems in their linguistic status. The alternative to this may be the analysis of vocativeness within vocative-predicate interface. This, in turn, requires the recognition of the two-way language phylogeny, which presupposes the development of "word" and "call" references. This approach helps establish the status of proper names as special type of words within the "word-call" reference interface. The initial phase is the "call" reference which occurs in the recursive relations with the "word" reference (the headed element). So, we must admit the existence of two types of noun conceptualization (cognitive programs for proper and common nouns). We cannot consider "a single physical object" as the categorical propotype of nouns. The transmeasured interface ofhuman- nonhuman must be taken into consideration. So categorization of knowledge must be put together with the unicalization, which are supposed to be treated as also the two discursive strategies. This approach helps explain the nature of such unmarked characteristics of onyms as definiteness, uniqueness, uncountability, concreteness.

This treatment of proper gives the explanation ofthe lack of a single model of proper names (including the level of hypocoristics and the so-called full forms of names). In this respect we cannot apply the same level of treatment for anthroponyms, toponyms, chrononyms, other types of proper names. Each class of proper names is conceptually incremental.

Onymogenesis, considered as a dynamic and interactive process, starts semantically and fuctionally in the vocative situational discourse.Conceptualisation of the proper noun (prototypically – anthroponym) starts as unicalization which acts together with the categorization.Onym as a noun finds its grammatical characteristics in the predicate-argument structure.

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Betsenko T.

LINGVOFOLKLORISTIKA IN THE SYSTEM OF MODERN PHILOLOGY: BASIC CONCEPTS, TASKS, AREAS OF RESEARCH

The purpose of the article is to identify and characterize the conceptual range, the main problems and tasks of lingvofolklorystyka as an independent direction of modern science.

Linhvofolklorystyka is an interdisciplinary field of humanitarian (philological) science that studies multilevel features of language-structural, language-stylistic, artistic and imaginative organisation of the folklore texts; style-creating folklore patterns; language-style structure of the folklore kind of artistic creation as collective aesthetic intellectual activity of ethnospeakers.

The object of lingvofolklorystyka is language-structural, artistic and imaginative organisation of the folklore text, its style and stylistic aspects, specificity of folklore style language-creating, the subject are language means of different levels (phonetic, word building, lexical, grammatical) language-image units that form the text continuum of the works of folklore literature, linguosemiotic signs of folklore style system, ethno-linguistic units of defferent genres and levels as a means of folklore communication.

The main task is to justify the position about the systemic nature of language of folklore memoes: establishing system facts, monitoring the ways to implement the system, studying mechanisms of the system action in the language of folklore, finding out the specificity of the use, implementation, operation of language as an organism (as a system of systems, as the universal system of transferring information) in terms of multilevel structure-creatingof folklore samples; considering the language of folklore memoes (in general – the facts of folklore reality language) as a specific semiotic continuum, justifying the fact of the dynamics of folklore language which acts as the natural factor of its existence, public consumption, ground and means for realization of creative potential of ethnospeakers, multiaspect description of folklore semantics, folklore word building and folklore grammar of oral folklore memoes; interpreted linguistic-stylish and linguistic-stylistic analysis of folklore texts as national-aesthetic patterns of collective genius – nation; determining the status of the folklore stylistic kind of language in the system of its styles.

So, lingvofolklorystyka as a branch of scientific knowledge is designed to study multilevel linguistic features of the folklore texts building, their architectonics, specificity of artistic and imaginative organisation.

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Pimenova M. V.

DICTIONARY OF IMAGES: MENTALITY OF THE NATION IN THE PROTOTYPE OF THE WORDS

The main feature of the Russian language – the imagery – was noticed long ago. Images are the pictures hidden in the words. Mentality is the whole set of all the images that are hidden in the categories and forms of the native language.

The word *independence* is extremely important in the political texts of the contemporary mass media. Independence is freedom. *Freedom* is a key concept of the modern democracy. The prefix *не-* indicates the negation of the basic meaning – *зависимость*, "несвобода". Being in someone's dependence, subjection was seen in the Russian linguistic consciousness as being behind somebody (the word *зависимость* includes the prefix *за-*) and the state of suspense (the residualpart of the word without the prefix – *висимость*).Dependenceliterally means "to hang behind (somebody)", i.e., dependence is unfreedom in one's movements, actions, inability to go one's own way, it is the image of the child hanging behind his mother's back. For women it is a convenient way to travel with the baby behind their back when the hands are free and the child is always next to his mother. Mentality is read in terms of the language. The primary verb *зависать* indicates the state of suspense. Later it was transformed into the image of the child carried by his parents on their shoulders. A child is usually carried on his father's shoulders. The verb *зависеть*which has the government: *зависетьот*came from the verb *зависать*. The category of government also indicates dependence. This is the image depicted in the language by the mental image of the word *зависимость*.

Independence is the ability for independent actions, judgments, possessing initiative, determination and also independence, freedom from outer impacts, compulsions, from somebody's support, help. The word includes two roots: *сам*and*стоит*. When does a person begin to stand on his own feet? By the age of one year. This is the time when he acquires the ability to move wherever he wants, to go without somebody's support. The image of the word independence is a child who has got up on his feet and makes the first steps in his life.

Support is bearing, help and assistance. Support: *держать* + the prefix *под*. This is the image hidden in the word *поддержка*:

Help: support and bearing. The word is formed by means of the prefixal way from *мочь*(in many dialects it is pronounced as *помочь*).Can is an integration of power and action (*мощь* "power" + *мочь*"an opportunity to do something, a skill"). Help is assistance, putting one's forces into the other person's action.

Assistance is united efforts. *Содействие* = the prefix *со-* having the meaning of integration (being together) + action. This is the same help or common efforts.

Upbringing is a set of methods of influencing a person who is growing up with the aim of developing in him the system of beliefs and the scale of values. It is a traditional belief. But the word indicates a different image. *Вос* is the prefix indicating an upward movement = growth. *Питание* means feeding. Upbringing is feeding a child. The knowledge is absorbed by him from his mothers's milk. The child who is fed so that he may grow up is *воспитанник*. To bring up literally means 'to feed and nurture'.

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Skoplev A.A.

THE PROBLEM OF VERB ASPECT CORRELATION OF UKRAINIAN -ННЯ/ТТЯ NOMINALS

Verbal nouns with -ння/ття (further VN) represent a special word-building type of Ukrainian nomina actionis which reveals a deeper connection with a verbal category unlike such synonymous forms as поворот, викрутка, ізоляція.

The fact of synonymy of certain nominal constructions with the verbal ones as well as their interchangeable character pushed the scientists to treating VN as transformation product of basic verbal structures, which is determined by grammar rules. A certain sentence transformation does not hurt its contents, so the transforms do not differ either in lexemes or actant structure or a set of grammems. The scientists explain impossibility of applying transformations to a verbal noun by its isolation from producing verb, semantic shift towards thingness and making the meaning of a kind obscure. All this makes us review the criterion of construction choice for type identification of a verbal noun. It has to satisfy two criteria:

- unambiguous relation of the transformation with the verbal phrase;
- unambiguity of the type specification, i.e. possibility to use only verbs of one and the same type.

The analysis of VN use in the Ukrainian language shows almost negligible number of such constructions which would suit both of the criteria. When used in a construction the verbal noun can compete only with a verb of imperfective type. The fact of Ukrainian nouns with -ння/ття being able to refer to a type should go by the following theoretical assumptions. Firstly, it's inappropriate to confine oneself to only formal part rather than the meaning considering that one will talk about grammar category. One should concentrate on the difference in the semantics of доповнювання – доповнення based on the grammar category

of perfectness – imperfectness. Secondly, tackling the problem of VN as transforms of the verbal constructions enables us to take constructive steps towards methodological aspect of the issue. Thus, in the course of the mentioned above ideas:

- one can ascertain the scale of the context / construction for the estimation of the type relevance;

- it is possible to compare the distribution of the typal forms of nouns with the standard items in an identical syntax environment;

- the precedent of erroneous association of semantics of the type with the lexical juxtaposition based on manner of the action is exempt.

Yet, it is too early to state that the problem has been fully handled. The concept of transformation of the verbal syntactic structures into the nominal ones needs to be clarified, as well as interpretation / semantic classification of non-transformable items. Only complex approach to the task might help to explain this bright phenomenon of the Ukrainian grammar.

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SEMASIOLOGY AND ONOMASIOLOGY ASPECTS OF THE LANGUAGE STUDY

Dyachok N. V., Suhobrus L.S.
ON THE UNIVERSAL POTENTIAL OF THE SO-CALLED COMPOUNDS

When considering appositive phrases, the problem of distinguishing a word-combination from a compound normally arises. The article aims at determining the status and the word-building nominative potential of the structures like "masquerade", "Firebird", "the Moscow River", "alpha rays", which are defined as jukstaposites. In modern linguistics the basic concepts about the nature of the units under analysis have been already outlined. On this grounds they are considered to be a special category of compound words, word-combinations of various types; transient phenomenon occupying the mid position between vocabulary and syntax. The jukstapositsiya "works" in the field of appositive phrases. But unlike the phrase as a syntactical unit, which consists of the head-word and the apposition expressing its second name, the word-jukstapositive expresses the same concept. Compounding is a productive way of noun- and adjective- formation, as well as adverb- and verb- formation, but in a lesser degree.

The composites under consideration are characterised by non-separability, namely by its components grammatical meaning reduction (*a cafe providing the Internet services - the*

Internet cafe); fixed word-order in the original phrases (adjective + noun) and the derivative of a structure (adjective-stem + noun-stem). In case the word-order is changed, the meaning of the word will also change (*the Internet cafe*, but **a cafe the Internet*); the primary stress exclusively (business centre, show business), a special graphic image of a compound word - fused (or hyphenated) spelling (*chef, dance-hall*), a special type of syntactic relations, borrowed from the original phrases and syntactic type of communication, also borrowed from the original phrases, respectively - subordination and coordination.

Jukstapositives are alternative forms of a nominatheme. Some of them are able to gain a foothold in the language in a capacity of a dominant nominatheme-phrase (*a woman librarian, a female medic, a female secretary*) and become the basis for univerb - the verbal speech implementations of these phrases (*librarian, nurse, secretary*). Univerbs are the result of verbal derivation, in which the starting material is a polyverbal implementation of nominatheme with a dominant-phrase. Univerb is a word which is grammatically and semantically identical to the original phrase, but which is stylistically a colloquial phrase or slang. It can also coincide with the original phrase stylistically. In this case the univerb and the phrase are doublets of the same nominateme.

Thus, the so-called compounds are subordinate phrases, charachterised by their ability to produce verbal doublets or univerbs.

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Pakulova T. V.

UNIVERBATION IN ENGLISH AS ONE OF THE COMPRESSION MANIFESTATIONS

The topicality of this research is determined by the recognition ofnominatheme as the basic unit of the language. At the same time the emergence of a large number of speech univerbs requires different aspects in their study: the identification of these units at the appropriate level, the building of restoration and consolidation models in speech and language, the determinationof their organization and typological characteristics.

There are three main causes of univerbs appearing. Firstly, the compression in word formation is explained due to the law of speech means economy that is manifested in conversational speech moreexpressively. Secondly, univerbs appear to refer to the new realities that require new names. Thirdly, there is a communicative (style) need to change the

name of an existing phenomenon. Beside communicative factors such changes may affect the factors of politics, economics, prestige and so on. Also a univerbation phenomenon affirms not only about the saving of speech efforts, but also about the speech desire to "words", the tendency to synthetism or at least to counterbalance between analytism and synthetism. In the context of this univerbation phenomenon understandingit's interesting to analyze the lexicological characteristics of the studied units.

Between the word combination and its verbal equivalent word building motivational relations are realized: not external, derivational but internal,interglossalones. The only terminological equivalent to the above mentioned process and to those units that arise as a result of this process is the "word combination + elliptical univerb" nominathememodel. The word that appeared as a result of univerbation along with the word combinationis nominatheme doublet which consists of these both units. The converting of a word combinationinto a word should be defined not as derivation or lexicalizationthat provides semantic development of initial nominatheme speech implementation and the destruction of its actual identity, but as univerbalization thatis characterized by not change but preserving the word combination semantics in the newly formed word.

The compression phenomenon which is essential within univerbation turns out to be versatile. It is common in Germanic languages. English like most other modern Indo-European languages is no exception in the general process of speech efforts and linguistic resources condensation, such as:*brandbil – brand + bil, always– all [the] way* (*s* appeared later), *onto – on to , thanks – thank you.*

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LINGUISTIC WAYS AND MEANS OF ORGANIZING TEXT

Gabidullina A. R.

METONYMY IN A POPULAR SCIENTIFIC LINGUISTIC DISCOURSE

The object of the research is a popular scientific linguistic discourse (PSLD). The aim is to describe the language and speech metonymy in a popular scientific linguistic discourse.

The most widely used is the transfer from the branch of knowledge or science to the science subject and vice versa. We consider first of all those cases that are determined by the dichotomy of langue / parole: in langue, as in the system of ideal signs, metonymy is a mechanism of semantic transformation (a semantic transposition of contiguity) or abstract structure ("metonymic construction"); in parole, as in speech embodiment of the language, metonymy appears as various tropes and figures of speech.

In the first case (langue) metonymy is the way of terminological nomination, obviously due to the fact that it doesn't have a connotation of expressiveness and emotionality. In PSLD lexical or lexicalized metonymy performs a referential identifying

function allowing one entity to replace the other one. More often a metonymic transfer in terminology is observed in verbal nouns.

The most common is the transfer from a branch of knowledge or science to the science subject and vice versa (*word formation, phraseology* and so on).

Most linguistic terms (*borrowing, transliteration, transcription, formation, inclusion* and the like) are built according to the "action – language / speech event as a result of" model.

The model "action – an opinion, the judgment of this action" is used in general scientific terms of *appraisal, opinion*.

Adjectival lexical metonymy is the result of elliptical shortening: "a sound that occurs as a result of the speech organs muscular tension → *an intense sound*".

A discourse metonymy is created as a figurative image of the language facts, as an expression of the author's appraisal, as an occurrence of sensible, visually more tangible representations of the described phenomenon among young readers. It may be the factor of the text structural organization, which aims at an emphasis shift in a particular semantic discourse field. Often with the help of a discourse metonymic transfer the author denies the usual meaning of the word and creates a new, occasional one. Metonymic shift aims to highlight a word, to focus attention on it.

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Hamali O. I., Kanevska O. B.
THE EVALUATIVE MEANS IN V. AKSENOV'S IDIOSTYLE (BASED ON "THE ISLAND OF CRIMEA" NOVEL)

The purpose of the article is to identify and describe the means of expressing evaluation in V. Aksenov's idiostyle ("The Island of Crimea" novel is taken as an example).

Author's intention in V. Aksenov's novel "The Island of Crimea", attitude to the events, world, characters are expressed with the help of widely represented evaluative vocabulary. Writer makes an extensive use of a variety of semantic groups of words that express pragmatic, intellectual, emotional, moral and ethical evaluations.

Using the evaluative vocabulary, the author takes into account the semantics of the evaluation which reflects the content side of the language in its dynamic state and is formed in the speech communication as an activity: 1) conveys approval or disapproval; 2) praise or blame. From all the evaluative words the basic meaning is carried by the qualitative adjectives, and the ability to express the evaluative relationships is inherent in them. Author's evaluation serves to express a positive or negative attitude to a variety of facts and phenomena of artistic reality. The cases of concise, one-word expression of evaluation are frequent. Most often these are the words either with a direct meaning which contain both the name of the phenomenon and the evaluative message about it, or syntactically determined.

The words relating to the conceptual vocabulary, i.e. expressing the political and ideological views of the characters, are reinterpreted and revalued in the text of the novel.

Most of the novel charactersuse in their speech jargonistic, vernacular and abusive vocabulary which is characterized by a pronounced evaluative meaning that emphasizes the inconsistency of their tempers, political and social aspirations. The Island of Crimea youth jargon created by V. Aksenov has a bright expressiveness and evaluation.

The "speaking" names are used as the means of evaluation. V. Aksenov makes an extensive use of such technique as a decrease in "halo of highness", bringing high and reduced vocabulary together in the same context. Various occasional words which name the realities of the Island of Crimea life created by the author's imagination perform the evaluative function in the text. A typical evaluative means for the language of the novel is the creation of diverse author's abbreviations. The writer also uses such word-formation means of expressing evaluation as a reduction of the stem. Particles with the evaluative meaning are widely presented.

V. Aksenov uses evaluative vocabulary as a part of tropes (epithets, similes, metaphors) and stylistic figures (periphrases, emotional and expressive sentences), first and foremost to create portraits of the characters and their speech characteristics.

So, the framework of the evaluative vocabulary in the analyzed novel by V. Aksenov is determined by its plot and thematic content, the author's message, the stylistic system of the text, and also produces content-conceptual and the implied information value of the work.

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Titova O.
PERIOD AS A UNIT OF EXPRESSIVE SYNTAX

The study of a period as a statement has been carried out in the dissertation for the first time ever. Specific structural-semantic and pragmatic signs of a period have been studied, including predicativity, modality, iteration (syntactic, morphemic, lexical-semantic). Structural signs of mono-predicative and poly-predicative periods have been defined. Different means of expressing modality of a period (objective and subjective) have been explored: traditional (forms of a predicate, transposition of the verb tense forms / intonation, modal particles, interjections, parenthesis and cut-in components) and specific (pressurizing, amplifying or rating of protasis elements, enumerative intonation, rising / falling tone of voice, pause at the intersection of two parts). It has been found out that the subjective modality can be concealed, implicitly expressed or can be read in the subtext. It has been underlined that iteration of structurally similar elements of protasis is a necessary criterion of a period build-up.

Text linguistics has always been focused on units of expressive syntax, which include a period as well. Since the main feature and of an expression is predicativity – a syntactic category that forms a sentence and correlates its contents with reality, the objective and subjective meanings are inherent to each period.

Periods have been classified in terms of the number of events reflected in a statement, in terms of communicative task and modality. Having characterized the principal modal types of periods, it has been found out that such a many-sided phenomenon as modality obtains

additional expressive coloring on the level of a period, which makes this structure different from other units of expressive syntax.

The advantage of a period consists in its ability to render expressiveness, as well as to convey the unity of diverse features of the reality reflected in a text.

Specific features of a period consist in its being both a semantically capacious form that allows expressing a complex statement as a syntactic whole and a valuable expressive element of the structure of a work of fiction. A period can render not only expressiveness but also be a unity of diversity; accordingly, a period makes a text both expressive and verbally effective at the same time. Therefore, a period is the means of expressive syntax. Particular artistic effect provides a period with the intonation-syntactic parallelism, which fundamental nature is to give the feeling of "rhythmical expectation" to every following element of a construction and its realization.

Structural peculiarities of a period give an opportunity to specify, to mitigate and/or to strengthen qualitative characteristics of objects, phenomena, personages, to express a thought in the course of its formation, etc.

The form of a period is one of the most suited forms for conveying persuasive opinions, displaying author's individuality, estimating different events, actions and objects: two parts, protasis and apodosis, complete each other, help to unite notions expressing common ideas. Being statements with maximum structural capacity and semantic range on the text level, periods can function as logically completed pieces of speech which render some definite information briefly.

Succinctness, factuality, aestheticism, as well as figurativeness and evaluativity are organically combined in this construction.

However, there have been positive developments in the research of the problem of a period recently, developing general principles of study of a construction and definition of its status in the system of expressive units of syntax is still one of the utmost and challenging problems of the modern linguistics.

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M. Shahpoori.
TOOLS FOR CREATING A CLOSED SPACE IN THE STORY OF ANTON CHEKHOV'S "WARD NO.6".

The article describes the semantics of language means locative in Russian literary language. Research carried out on the material of the novel Anton Chekhov's "Ward No. 6". The purpose of this article - to determine what is the peculiarity of building Chekhov spatial pattern in a particular text, analyze the language means, actualizing the value of "scene" and defining features of its realization in the text. The material descriptions in this publication became the text of the novel Anton Chekhov's "Ward No. 6" (1892). Multilateral study of creativity Anton Chekhov, and in literary criticism and linguistics represented by numerous studies. Spatial characteristics of the works of the author is given in the works Horyachev, Igumnova, Lotman, Bakhtin, Dry, Zingerman and others. The relevance of this article lies in its involvement in (lingvokulturologicheskij) aspect of the study of individual linguistic world Anton Chekhov.

Researchers creative heritage Anton Chekhov is isolated in its texts two types of space: open and closed, limited. In this case, the basis of such a classification is a psychological test. Thus, Horyachev enclosed space characterized as the result of a complex psychological state of the hero who feels within some space that is perceived as a small, close, oppressive, closed. The author, based on the psychological interpretation of the enclosed space, the language is a basis for its consideration. The terms "closed" and "closed" spaces are used as synonymous.

The writer and the reader moves the character on the artistic space of the story, using linguistic means containing in its locative value semantics.

The author analyzes the nominative language means of expression as a basic category for locative. Moving from the hospital courtyard to his lodge, we find ourselves in the Locum, which defines a closed space. Based on the value of the token lexical room, a menagerie, the author interprets them before the relationship between contextual antonymous. The development of such relations help adektivy.

As auxiliary supporting means described in the verbs and prepositions of movement. In all examples, the writer emphasizes the hero's movement within a Locum. This is what the author explains the limited number of used ANton Chekhov verbs of motion.

Semantics used prepositions of Chekhov, in, from, to the stresses described isolation space.

The space, entered into a product, a virtual, created in the imagination of the hero, often contrasted with the direct model of the hero that he is not satisfied. Therefore, in the story of the hero dreams appear on the forest, the seashore. Locum, makes explicit the semantics of open space, are presented as a writer unreal, existing only in the imagination of the hero.

The study author of the article comes to the conclusion that the creation story in the text of the enclosed space, represented by specific lokum. Creating a closed space helps the author to reveal the inner world of the hero. Such communication implements the traditional features of a closed space in the Russian language culture.

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Shulyak S.A.
MAGIC AND SACRAL LANGUAGE OF UKRAINIAN INCANTATION TEXTS

A folklore language occupies a special place among the varieties of art and has the potential of archaic philosophical ideas, cults and rituals. The Ukrainian incantations research is topical because theincantations reflect anation's language world picture.

The incantation texts magic is characterized as a certain influence on the outside world by means of actions that do not have any physical nature. According to the magic non-personal forces rule the world and the one who knows them has an extraordinary effect on everything. Similarly, the knowledge of illnesses, diseases, tumors gives power over the misfortunes to anyone who pronounces the magic incantation text. The aim of the article is to examine the verbal formulas functioning in the Ukrainian magic incantation texts.

The contents of *wishes formula* is reduced to a ritual gift giving between the incantation performer and its addresser. This exchange often occurs in gift presenting the moon, because this astral image, rooted in ancient mythological layers, has symbolized life, light, love, constant renewal, immortality, eternity, masculine and feminine beginnings –the Mother-Great Goddess, the Queen of Heaven; a prince, a fellow,a Cossack,a groom.

The basis of an *intimidation formula*lies inwarning. The elements ofsuch intimidating are based on the people's ideas of the week days. Each of them has a certain symbolic significance.

A *sending away formula*is formed with a verb in the imperative mood and anadverbial modifier of place. This formula reflects the actual sending off the disease, such as an egg is used for fear disappearing. The incantations in which the illness is referred to the wind and the smokeare frequent.

The *formula of something impossible* contains such elements as *how – then, when – then* and is comparable parts of a complex sentence in bleedingincantations.

Close to the formula of something impossibleis a *deception formula*, which functions in a dialogical text of convulsionincantations.

The lexemes*lock* and *key* and the verbs that contain "closing" semantics are the basis of *locking formulas*.

An *exchanging formula* often functions in treatment incantations (of a toothache, child's crying). Appealing to God, Our Lady and the saints is an integral part of the incantation formula which manifests itself in the intonations of request, requirement or order, such as in the mentioned above incantation texts.

An *invitation formula* consists of several parts: 1) an addressing formula, which allows the subject incantation to establish contact with the other world; 2) a proper invitation formula; 3) a prohibitive formula based on the opposition of time circumstances and formalized as cause and effect.

The *preservation or prevention formula*includes incantations in which there are verbs with "*preservative*" semantics.

A *magical protection formula*is found within incantationsthat protect a child from an evil eye.

Thus, in the Ukrainian incantation texts there are such verbal signs of supernatural protection formulas as: of wish, intimidation, destruction, sending away, something impossible, locking, exchanging, spell, curse, deception, invitation, preservation or prevention, protection. Each of them has a special structural model thatmakes it different.

Magic formulas inherent the semantics of "cutting", "destruction", "protection", "gift exchanging", "prevention" and so on. The most productive permanent epithets denoting the studied vocabulary are *blue sea, black raven, clear moon, small stars, open field*. Verbal formulas that are used in the Ukrainian incantation texts reflect our people's world picture.

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ACTUAL PROBLEMS OF DISCOURSE ANALYSIS

Bezsonova A.

THE NOTION "SCIENCE POPULAR DISCOURSE" IN LINGUISTIC LITERATURE

The article deals with the questions concerning the defining of the term discourse on the whole and the science popular discourse as one of its types. It shows the difficulties a scholar may face while finding the suitable definition for the above mentioned terms – this, first of all, happens due to the variety of possible definitions suggested by different sources, as well as confusion of text and discourse which can be observed from time to time. This takes place because of the defining the discourse with the help of text as its constituent. To avoid such confusion the substantive explanation is given which proves that although the terms text and discourse are rather close, still they are not identical. Besides the fact that this term is seen as polysemantic also contributes to both - widening horizons in research and containing difficulties. The term discourse itself has been in the scope of different linguistic and not only linguistic studies. Among most widely used definitions of the term are the ones suggested by well-known scholars, such as Karasik, who states that discourse is the text deepened in real communication situation, or Kibrik A., who treats discourse as the entity of the communication process and its result. Also the works of Van Dyke are often referred to in this regard.

Another issue which has been touched upon in the article is whether the science popular discourse should be treated as an autonomous type of discourse or as simply a subtype of science discourse and having analyzed the views of researchers in this field the conclusion has been reached that both points can count. Such a conclusion has been reached based on the ideas of scholars who treat the science popular discourse as a part of science discourse (Galperin I., KarasikV., Kozhina M., Senkevich M.) and those who disagree, treating the science popular discourse a type itself (Lazarevich E., Mayevskiy N.)

Science popular discourse appeared to be quite a disputable issue not only because of its connection to the science discourse and the discourse itself, but also to its ties with text and functional style. Since from the very beginning of the discourse researches it's been confused

with the text, it in its turn left a mark on the research work in the field of science popular discourse. For example, Bazhenova E., having based her study on the researches previously made by Kozhina M. concluded that the subject of the functional styles has in fact always been the discourse. So, together with that the linguist declares the tight connections between the discourse theory and functional styles. Text is seen as the field of discourse realization.

But no matter whether the scholars treat it as a subtype or not, the fact remains that science popular discourse is always anthropocentric and aimed at the addressee, besides the non-professional language used in it for non-specialists to understand as well as emotional colouring make it differ from the science discourse which is aimed at specialists and is hardly ever emotional. It is possible to define science popular discourse through the text or style but it's important to bear in mind the differences which are essential such as extralinguistic factors, communicative tasks and situations, spheres of communication, intentions of the author and addressee. Science popular discourse can be represented as a hybrid which can contain the elements of science, educational, medical, political, technical, religious and other discourse types, depending on the communicative situation, its aims and participants.

So taking the above mentioned into consideration as well as the experience of the previous years' researches it's necessary to mention that the linguistic situation over discourse analysis in general and science popular discourse in particular needs further investigation, based on the results acquired and in order to reach new conclusions.

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Kolesnichenko E. L.
PARADOXICAL STATEMENTS IN THE COMIC DISCOURSE ON THE MATERIAL OF M. ZHVANETSKIY

The purpose of this article is to analyze the types of paradoxical statements in the comic discourse. Material under analyses is the works of the famous satirist M. Zhvanetsky.

Paradoxical statements can conventionally be divided into two types: logico-semantic and communicative-pragmatic.

Logico-semantic paradoxes of the writer are aphoristic, quite often they have a nature of an artistic definition the originality of which presupposes special semantic relations between the determined and the determinant. Taking into account the method of conveying the semantic relations paradoxical statements can conveniently be divided into two groups: syntagmatic and paradigmatic.

The syntagmatic paradox results from the referential non-validity of the utterance, logical absurdity. It is a situation (an utterance, statement, judgment or a conclusion) which can exist in reality, but has no strict logical explanation. This type of a paradox is constructed on destruction of the picture of the world developed in the heads of people. In collision of the structures of abnormal content with the interpretation existing in the consciousness of the recipient created by a language picture of the world bright semantic contrast is created. Paradoxical statements of this type correspond not to the language meaning, but to the sense.

Unlike syntagmatic paradoxes the paradigmatic ones are caused by the law of asymmetric dualism of the language sign, in particular its homonymy, synonymy, and also availability in the language system of the word-formation derivativeness, conversion, paronymic relations and so on.

Communicative-pragmatic paradoxes result from a contradiction between components of the communicative act. Paradoxical situations in Zhvanetsky's sketches arise in connection with discrepancy of intentions of interlocutors, i.e. discrepancy of illocutionary force of the speech act (SA) and perlocutionary effect: the addressee misinterprets the intention of the speaker and in his own way reacts to it. An original method of creating a pragmatic paradox is illocutionary suicide (Z. Vendler). This term denotes the performatory use of verbs, which are absolutely not adapted to it.

Paradoxical situations in the speech of M. Zhvanetsky's characters arise when the law of identity is broken. Similar utterances, not correlated to a specific referent where the link of a language sign with a reality object is weakened, are called referential: Вот, возьмитеуспокаивающее. Авотипатроныкнему.

Intended use of the paradoxical utterances in M. Zhvanetsky's works can be considered as a steady tendency, some kind of language marker of the time.

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Synytsia I.

SELF-REFLECTION AS A FEATURE OF THE GENRE (THE IVAN FRANKO PREFACE "SOMETHING ABOUT MYSELF")

Artists`autoreflex,which is depicted in the writing, epistolary,is turned out when the author-demiurge can become a subject and an object of his own art or literary-critical thought at the same time, through the self-evaluation of those options that, according to the authors, could provide their works with "literary immortality", that is, "a place in the canon." The goal of this article is to consider autoreflex as a feature of a particular genre, such as the genre of the preface to the collection of the author`s works.

The preface as one of the genres of the literary language is different in certain features which depend on the sphere of their functioning, consequently, stylistic affiliation, pragmatic orientation, communication orientation, etc. One of the varieties of this genre is the preface to the collections of literary and art works, the finest example of which is I. Franco's preface "A Little Bit About Yourself" to the collection "Galician Icons".

The title of this preface reflects its content in the best possible way, as the main author`s question is what he can and should tell the Polish reader about himself. Accurate formulation of the communicative task influenced on the choice of necessary methods of self-presentation, on the structural-compositional peculiarities of the text, also on the selection of multi-level linguistic means that come up to the pragmatic guidance of the author who has written the preface.

The author's self-reflection is almost the only method of self-knowledge and self-esteem and creativity here. Self-esteem includes several areas: a) authorship, b) family relationships, c) participation in some secret political and social organizations, d) reference list, e) attitude towards natives and foreigners, f) attitude towards the country.

Using the antithesis, Franco distinguishes bright types of writers. Some of them are "literary giants," "geniuses, men of destiny", perceiving their biography you can "more or less deeply discover the mysteries of the spirit of their day." Others are "writers as workers and artisans". In the author `s perception his own writing is as desire for authorship, the fever, which cannot be cure, that is, as an disease caused by other people`s illnesses.

With a certain irony, Franco refers to the necessity of bibliographic description of his own heritage leaving it for "Literary critics of the XX century if only somebody will have the

desire to bury themself into the piles of paper which is printed every day, which do the quintessence of our literary production".

So, autoreflex is a typical sign of autointroduction. The writer reveals his own opinion and evaluation of many issues that create his image in the society to satisfy the communicative-pragmatic peculiarities of this genre of literary work. The choice of questions that the author answers for better presentation of his views on painful issues of the era also shows not only literary but also the ideological-political author`s position. Small text of I. Franko`s introduction is extremely rich in various language means that not only reveal the author's self-esteem, but also create various stylistic devices peculiar to the author`s individual manner, and which require detailed study in the subsequent researches.

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Shchepka O.

IDEOLOGEME OF MODERN NONFICTION TEXT (ON THE MATERIAL OF THE UKRAINIAN MASS-MEDIA)

Publicist text is always linked to communicative ideological situation and is a part of the publicist discourse which isinterpreted as a persuasive type of discourse. This approach enables linguists to get the basis for determining the publicist text characteristics through the communicative unit "addresser / addressee" and for a schematic discourse analysis in a chain: addresser → intention → text + communicative situation →addressee→ decoding → impact (perlocutionary effect). From the above scheme it is implied that the text appearing is specifiedby the author's intention, so the intentionalcategoriesof the text arethe text formingones that structure the text in some way and subordinate all other lexical, semantic and stylistic expressive resources. One of these categories is an ideologeme as the way of the given concepts / nominations assertion in publicism.

Nowadays the term "ideologeme"is actively used in various fields of scientific knowledge, such as: Philosophy, History, Cultural Studies, Linguistics etc. An ideologeme is stable in its form; it is an easily reconstructed lexical unit having a complete ideological value and a socio-cultural and historical significance for a particular ethno-linguistic community; it is a socially important idea recorded in a certain verbal form. An ideologeme concentrates certain information and represents its name.

In publicist texts of recent years (the period from 2014 to 2016) 97 ideologemes have been singled out and put into the following groups: 1) war ideologemes; 2) domestic political ideologemes; 3) ethnic and national ones; 4) public ones;5) external political ones etc.

Contextual analysis of publicist texts proves that one and the same verbal unit can function as a different ideologeme. For example, the ideologeme *to return Crimea and Donbas* depending on its meaning, context, subtext may represent a war ideologeme and an ethnic ideologeme.

The most frequently presented in the publicist texts of the last two years are the social ideologemes, such as *reforms, corruption,European Union, visa regime, Crimea, Donbas*. The numberof social ideologemesis the most representative one which counts 90% of all ideologemes.

As it is known ideologemesare "indifferent" to the time. They appear, live and "die" with one or another society ideology becoming incomprehensible to new generations. However, there are the ideologemesthat remain in the people's linguistic consciousness "forever"converting into socio-ethnic values. So the prospect of our research isviewed in a detailed study of such ideologemes as a means of ethnic people's encoding.

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Yanko J.

CATEGORY OF EVALUATION IN MODERN LINGUISTIC LITERATURE

In this article the evaluation is considered. The examples of the evaluation use is listed, in such famous linguists works as ND Arutyunova, EM Wolf, EL Zaytseva. There is no denying the fact that many aspect of the evaluation influence is investigated. The object and subject is researched in evaluational statements. The basic approaches are discovered. It was found that the subject of the evaluation and the subject of speaking may be the same and not the same at the same time. Undoubtedly, there are special tools for the orientation of text within a single valuation area or to change it, for example the modal words of rising and generalization of speech. Other researchers considered the transformation of the estimated sign of the interaction of the frame and situation.

It was considered that in the act of verbal communication word is placed between the frame and the situation. In the case of the standard situation in the token is stored prototypical evaluation mark. In that case the situation, as a set of conditions and circumstances in which the statement occurs, has a set of attributes.

It was found that relevant features for interpreting evaluative statements are the social status of the interlocutors, familiarity between them, psychological and personality traits. These features are part of the frame. During the act of communication frames and compares situation.

In the traditional approach is particularly important is the linguistic analysis of the estimates, which plays an important role of separation evaluation framework components on the explicit and implicit.

It was distinguished that in linguistic studies on the issue of the role of the subject in the evaluation statements, it is noted that the assessment of the subject different from the subject of speaking.

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DIDACTIC ASPECTS OF TEACHING LANGUAGES

Viktorova L.

LANGUAGE TRAINING STAFF SECURITY SECTOR US AND CANADA: COMPARATIVE CHARACTERISTICS.

The article deals with the content of foreign language training of US intelligence and Canada. The basic strategy, trends and forms of foreign language training, the purpose and structure of language courses specialized agencies and military sphere of national security the US and Canada.

Analysis of the foreign practice of language teaching of special and military departments personnel shows that in the world leading countries and in military (intelligence) blocks there is an active, complex and systematic policy in the sphere of linguistic maintain of the national security.

Modern foreign language training of the security sector specialists in different countries can be characterized by:multi-level structure that assumes the formation of different levels of professional communicative competence on the different stages (courses) of training (need in common communication, professional terminology, coordination with other departments, translation of technical or diplomatic documents etc);complex goal that is directed on professional, social and personal development of the employees while studying foreign languages by means of formation of the corresponding competences according to the given tasks; systematization that is reached by gradual implementation of profession-oriented foreign language teaching in secondary and professional education at all levels taking into consideration the peculiarities of organization and contents of training, specific character of the activity (sphere of economic, military, informational, ecological security);

Urgent for the implementation and improvement of the departmental programs (concepts) of foreign language training considering the existing foreign experience are modernization and optimization of the educational model: involving and rational usage of the native speakers and highly-qualified linguists, systematic usage of forms and methods of competence, communicative and profession- and personal-oriented education (learning in small groups, training levels, penetration into the language environment, studying abroad etc); elaboration of standardized teaching methods and assessment of academic progress on the different levels of professional foreign language competence, financial and technical support of the departments that perform language training of the employees, introduction of new teaching services (courses, seminars, trainings) according to needs of practical departments.

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Liudmyla Serdiukova
STRATEGIES OF USING FOLKLORE IN TEACHING ENGLISH

In the recent past there have been two influential traditional dicta: 1) the appropriate cultural content basis of teaching materials should be elements about British and American cultures; 2) the native language and culture of learners are something to be avoided in every way in the EFL class-room. The theoretical rationale behind the dicta has been that language and culture are closely knit together and thus it is impossible to teach a foreign language without its culture base. Nowadays many scholars and educatorsquestion the validity of the rationale which brings out several serious problems. One of them is brought about by text-books created by native speakers of the target language. Most EFL text-books produced by native users of the language transmit attitudes, beliefs, ideas, values and world views of their own English-speaking society, usually middle-class English or American society. In this way foreign language learners are persuaded to express a culture of which they have little personal experience in a new set of English discourse. If taught uncritically, while mastering the English language the learners may unconsciously partake of the cultural system and its social values which are either irrelevant, indifferent or even hostile to their own native culture. All this may result in the so-called cultural cringe that is "the fear that your own country's culture is not as good as that of other countries". Another issue is of psychological nature. Efforts to develop a new identity as a result of the learner's systematic exposure to the target language culture are likely to cause a split between experience and thought, which is conducive to serious social and psychological problems, associated with reluctance or resistance to learning and alienation from the learner's native environment.

Today, as Ukraine has been rethinking its role and place in the world these negative consequences of EFL teaching and learning are highly undesirable and even detrimental to the future of the country.

There can be found many persuasive arguments in favor of using learners' native culture to facilitate EFL acquisition. As a matter of fact target language and native language cultures should ideally complement each other. Especially native language culture is effective in developing such skills as critical thinking, reading comprehension and creative writing in the target language. Besides, the use of translations into English from the learners' mother tongue fosters intrinsic motivation of learners. They enjoy responding to a familiar story in a different linguistic form and make quicker personal connections so important for a deeper understanding of the message of communication. Thus native folklore and emotive literature, being major exponents of native culture, should feature prominently in the teaching and learning of English in Ukraine. The culturally familiar Ukrainian/ Russian poetry and traditional tales functioning as affective literature can be tackled more effectively in line with the Reader Response Approach to Literature.

Affective literature appeals to human emotions and evokes emotional responses in readers. By inviting readers to feel it activates the empathy or imaginative sympathy, which

enables readers to share in human hopes, fears and aspiration. Responsive readers share in some way the emotions and relive the tensions and anxieties experienced by the characters. Often readers try an imaginative or creative response by re-creating in their way a key image or an overall impression that a text imprinted on their mind. They feel like comparing their impressions with others to find out what their own considered reactions are. These qualities of affective literature make it a perfect means of developing language learning abilities and literary competence in the EFL class-room.

The Reader response theory grows from the ideas of Louise Rosenblatt. They were first expounded by her in "Literature as Exploration" and later in "The Readers, the Text, the Poem." They reflect a transactional view of reading. Readers construct meaning as they interact with a text. Instead of absorbing "the one right meaning" from a text, readers bring their own background knowledge to bear and create their unique meanings based upon an interaction with the text. The reader plays an important and active role. Rosenblatt sees the literary work existing in the "live circuit set up between reader and text: the reader infuses intellectual and emotional meanings into what s/he reads".

Thus the response approach to literature views reading as a circular process in which the reader responds to the words on the page and at the same time draws upon vital personal experiences in order to create individual meanings. For Rosenblatt the validity of each person's response is established by verification with the text. A response is invalid if contradicted by the text. Such flexible position leaves much room for a wide range of responses – all are valid. In the EFL class-room this leads to lively and stimulating discussions as learners share with each other their unique perceptions of the piece of literature enjoyed in common.

EFL learners are also to be encouraged to find the personal connection, to relate what they read to their own experience. The personal connection makes the literature meaningful for readers and develops their capacity for empathy, for entering imaginatively into what others think and feel. In socio-cultural theory the mediational role of EFL teachers consists in transforming natural, spontaneous impulses of learners into higher mental processes which are important for constructing learner's knowledge and cognitive development in the target language on the basis of native culture.

The development of critical thinking takes place, among other things, when learners are helped by the teacher to examine the cultural assumptions of a piece of literature, a particular cultural perspective. Thus literature may work to promote a greater tolerance for cultural differences for both the teacher and the learners.

Ukrainian folklore and legends in English translations offer several benefits to EFL classes, among them they help to develop linguistic knowledge, to increase the motivation to interact with a text and thus improve learners' reading proficiency. An examination of foreign or native culture through affective literature may deepen learners' understanding of that culture and stimulate their eagerness to produce their own speech and writing in the English language.

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