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THEORETICAL AND METHODOLOGICAL PROBLEMS OF LINGUISTICS

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THE LINGUISTIC METHOD: ONTOLOGICAL, TELEOLOGICAL AND OPERATIONAL COMPONENTS.

In the Soviet times methodology of linguistics was influenced by Marxist-Lenin's theory which considerably slowed down the development of methodological research work in the linguistic sphere. It resulted in getting forward of the "dialectic method" which, however, having all the features of a scientific principle or an approach has no features of a method.

If compared, "dialectic method" and partly scientific and specific methods are qualitatively different phenomena and possess different structure. Structural problems of the linguistic method were not given enough attention; in the linguistic methodology and science the preference was given to homogeneous concepts of the method which was associated with ways and techniques.

At present there are considerable contradictions and differences in definitions and interpretations of methods. So, considering the problems of the linguistic method, its structure in modern linguistics is highly urgent in both theoretical and practical senses.

Linguists use the term *method* in different meanings – wide and narrow. In the linguistics of the XX century and the beginning of the XXI century it has narrow interpretation. The method is considered a total of certain techniques, procedures and operations – in other words – homogeneous phenomenon. In the wide sense scientific and also linguistic method is considered to be the way of cognition, its type and way, its tool and means. The perspective definition of the linguistic method is considering it a constituent logical part of a certain structure.

The linguistic method should be regarded as a unit that includes three heterogeneous components: ontological, teleological and operational.

Ontology here is the means which enables a scholar to perceive the world as in a certain way split whole represented to him as a system of philosophic categories. As an ontological component the method should consider such ways of perception as the principle and the approach.

As principles we take global statements with wide range of action that have strategic meaning. The scientific approach is closely connected with the principle and determines the direction of research but in contrast to the principle is not an immediate tool of knowledge. The approach is reflected in principles, techniques and procedures of a certain method.

The treatment of the linguistic method as a complicated logical unit that includes ontological, teleological and operational components seems to be perspective in terms of investigation of units and categories of all language levels. This approach enables us to combine in one conception of the linguistic methods such different but interrelated phenomena as principles / approaches, operations (techniques and procedures) and the aim of investigation.

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Sytniak R. M.

INDO-EUROPEAN PROTO-LANGUAGE: MYTH OR REALITY

The main points of view of European linguists concerning the possibility of existence of common Indo-European proto-language have been investigated.

The existence of common Indo-European proto-language is essential for the attempts of identifying and justifying various scientific views on the principles of diachronic study of the semantic structure of words. It reveals the patterns of development of comparative studies in such an important area of it as diachronic semasiology. Such studies were conducted in lingvo-historiographic aspect. The article discloses the characteristic features of the research of the lexical meaning of words in the linguistics of the XX – the beginning of XXI century that justify or deny the idea of a common Indo-European proto-language.

The reconstruction of lexical meaning of words is one of the most important and prospective questions of modern linguistics. The planning of such a research includes the division of contemporary languages into those that are related and non-related to each other. Identification of common features between them proves their common historical origin of ... what kind? We cannot ignore the existence of great number of similar features in many world languages. It gives us the right to talk about a certain historical society that had a certain language – a proto-language. It is a kind of a pattern of knowledge that is constantly developing reflecting the contemporary state of the historical linguistics.

The article mostly deals not with the idea of denial the proto-language, but with having enough proofs of its existence. The situation reminds the presumption of innocence – if not enough evidences of some phenomenon have been presented, it is regarded not well-grounded and not proved.

Most linguists agree that all the languages are grouped around one primary language. The problem is that no reconstruction can represent the proto-language in the same form as it was in its living variant. A famous German linguist August Schleicher presented several texts in Indo-European proto-language but was criticized by many language researchers.

A widely recognized French linguist Antoine Meillet, in particular, considered this attempt to be a rude mistake. He was certain that there are conditions that are similar for all people and civilized social groups. But there are also peculiarities typical of certain territories and historical periods. The reconstructed proto-language contains a more or less exact sketch of that one, used several thousand years ago but it is still only a sketch. We can get information about Indo-European proto-language comparing the languages in those historical evidences that have been scientifically proved. Unfortunately such evidences are not as numerous and doubtless as required. One can't restore the original language on the reason of lack of phonetic, grammatical and semantic evidences because of a long historical period investigated.

The achievements of historical linguistics give enough proofs, on the basis of which the existence on common Indo-European proto-language seems absolutely reasonable. They have contributed to the allocation of certain factors that affect the development of semantic reconstruction in different languages. The number of similar features and their relevance makes it a scientifically grounded hypothesis if nor a proved reality.

The principles of semantic reconstruction have played a vital role in the development of diachronic semasiology as a separate branch of linguistics.

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Kholodov O., Kholodova N., Orel A.

THE ROLE OF SUBSTRATUM IN THE EASTERN-SLAVIC GLOTOGENESIS

The aim of the article is to reveal the role of the substrate in the Eastern-Slavic glottogenesis, to determine the influence of the substrate on the structure of Eastern-Slavic languages, in particular, on the phonological level.

The formation of the Eastern-Slavic languages, Ukrainian, Russian and Belarusian, took place on all levels. The achievements of linguistics enable us to discard the assumption that proto-Slavic language was a monolithic system that would prevent any dialectal division. The data of archeology, anthropology and ethnography testify to the fact that this process which is the personification of the three Eastern-Slavic languages did not take place in the conditions of sociolinguistic vacuum: during many centuries of ethno-lingual development of the Eastern-Slavic tribes (or Eastern Common Slavic tribes) were exposed to various non-Slavic substrates. Toponymic and archaeological studies provide a clear view of the remains of linguistic substrate and simultaneously make it particularly valuable data in linguistic geography, in particular in the case of the Baltic substratum in the Belarusian language, because on linguistic grounds, the words with substrate elements almost do not differ from ancient borrowings.

Many researchers think that different pre-Slavic macrosubstrates, close with that dialectal differences could determine individual features of Ukrainian, Russian and Belarusian languages during their formation were, respectively for Iranian (proto) dialects of Ukrainian, Baltic, for (proto)Belarusian and Finno-Ugric (proto)Russian dialects.

As knowledge of the relevant processes in the substrate languages as an areal factor play an important role in the process of substrate studies. This can be illustrated the most clearly by the transition $g > \gamma > h$, which is reflected in many Slavic languages and dialects, particularly in the southern part of the Eastern-Slavic area, where subsequently, originated Ukrainian, Belarusian and South Russian dialects.

The influence of the substrate can be detected not only in the borrowing of sounds, but also in stimulating of the phonetic system of the substrate language processes that could happen in the language-recipient independently.

The chronological factor also plays an important role in the establishing of the substrate traces. The balticisms that became the acquisition of literary language can often reflect the relationship of an older time, while balticisms of different dialects of the Slavic languages primarily reflect the contribution of individual Baltic people in the formation of culture and language as a separate Slavic people.

While identifying of the types of linguistic substrate archaeological evidence can be useful to establish the conformity of the later dialect areas to the territories of the ancient ethnolinguistic formations.

Thus, the appeal to the theory of the influence of foreign substrates in the formation of Eastern-Slavic languages and their dialects should be considered quite acceptable, because unabstractly ethnic space is exceptional and questionable phenomena. Substrate influence on the structure of the Eastern-Slavic languages is reflected mainly in the promotion of certain, primarily in the phonetic processes within language, and not in the inclusion of foreign elements in the language system of the recipient. Phonetic effects of substrate were not so much in the borrowing of individual phonemes, as in the form of a system of phenomena. You should not apply to the dictionaries and texts, but pay special attention on onomastic and appellative vocabulary to determine the weight of the substrate influence on the lexical system.

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Yasynetska O.

VARIOUS PARAMETERS OF METAPHOR CONCEPTUALIZATION AND INTERPRETATION IN WESTERN LINGUISTICS

The study contains an overview of English-language linguistic literature on various parameters of metaphor conceptualization and interpretation. The aspects of metaphor functioning are specified in the following framework: semantic, pragmatic, cognitive, neurocognitive, psycholinguistic, sociolinguistic, contextual, rhetoric, translational as well as teaching and learning perspectives of figurative association. The aim consists in clarifying what viewpoints are taken into account in researching metaphors.

A metaphor is recognized as a rhetorical category of describing one thing in terms of another on the principle of their similarities. The tendency to describe rather than classify metaphors spreads from statements such as “the metaphor of this book is, of course, a metaphor” [4], “all language is metaphoric” [3], and “our world of language and communication is built of metaphors” [4]. The main difficulty in classifying metaphors is believed to remain in the following ambivalence: Is a metaphor a cognitive phenomenon related to our understanding of things or is it a linguistic phenomenon observed in how we express them? [2].

Among diverse classifications of metaphors, familiarity, salience, and aptness map figurative expressions into a framework of conventional versus novel conceptual identifications [7]. Experiential attributional and analogical associations constitute the semantic and pragmatic domains of metaphor conceptualization. The cognitive mechanisms of metaphor processing incorporate comprehension, recognition, interpretation, and appreciation of figurative expressions. Implicitly associative meanings require neurocognition within the right hemisphere of the brain, which is responsible for social and contextual identifications [1].

The Lakoff and Johnson theory of conceptual mapping [3] is believed to have initiated a constructive perspective of metaphoric systems. First, metaphors started being recognized in everyday abstract concepts – such as time, states, change, causation, and purpose – rather than only in poetic expressions. Second, the theory of conceptual mapping allowed for the arrangement of a large corpus of data into conceptual groups under capitalized “metaphorical slogans” such as ARGUMENT IS WAR or LOVE IS JOURNEY or TIME IS A MOVING THING. The theory has become a popular categorization in researching metaphors. The main applications have consisted in three perspectives: (1) exploring literal implications of conceptual metaphors, (2) combining separate metaphoric mappings into a conceptual system, and (3) comparing discourse-based conceptual systems across languages [2].

However, the conceptual mapping view has been criticized [6] for interpretations that would appear restricted to one conceptual perspective. For example, it has been disputed that argument is not necessarily war – it can be a game of chess [6]. Consequently, the theory of mapping does not explain what conceptual mapping is intended or/and emphasized in a particular context.

Conceptual mappings still exemplify meaningful patterns of one’s illocutionary experiential strategies realized within both lingual and extralingual contexts. Certain negotiation and mitigation of meaning occur in terms of the author-perceiver collaboration within which metaphoric estimation should be comprehensively perceiver-oriented [7]. The parameters of aptness and salience of metaphors should be observed by both the initiator and the interpreter of figurative conceptualization [5]. As both metaphor formation and interpretation result in experiential evaluation of reality and art, conceptually and culturally meaningful figurative

notions require semantically and pragmatically apt interpretations. Therefore, metaphor conceptualization and interpretation should be encouraged, practiced, and motivated to facilitate cognition, the associative power of experiential thinking, and pragmatic categorization. Moreover, in view of interlanguage pragmatics, practice in metaphor processing improves competence and facilitates communicatively effective performance [5].

The outline of the different mutually dependent perspectives of metaphors may result in the following research intentions: to study universal and specific national features of new metaphoric expressions in the contemporary mass media, to reveal the pragmatic means of rhetoric used in figurative speech and metaphor translation, and to explore the correlation between verbal and visual presentation of metaphors in presenting and translating mass recipient-oriented information.

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SEMASIOLOGY AND ONOMASIOLOGY ASPECTS OF THE LANGUAGE STUDY

Protsyk I.

«AVANHARD», «LOKOMOTYV», «KOLHOSPNYK»: EFFECT OF TOTALITARIANISM ON THE CHOICE OF NAMES OF UKRAINIAN FOOTBALL TEAMS IN THE 1920-80S.

In the massive layer of onyms of the Ukrainian language a special place belongs to the nominations of clubs and teams from different kinds of sport. Such proper names take a great deal of attention in the modern world which is hard to imagine without sport. The aim of the research is to examine a group of names of Ukrainian football teams in the 20-80th of the XX century and to go into the influence of the totalitarian system onto the choice of the names. Hence the tasks of the research: 1) to single out the names of the Ukrainian football teams in the 20-80th of the XX century; 2) to analyze the lexemes which helped build such names and to classify them on thematical criterion; 3) to describe lexico-semantic groups of the nomination of the football teams and find out which of them reflect the influence of the totalitarian regime of the soviet era. Out of about 300 Ukrainian football teams of the 20-80th last century only about 60 (20%) are connected with the history and culture of Ukraine and are motivated by onymes which contain a cultural or national component in its semantics. The rest of the nominations (80%) reflect the soviet reality. Among the names of the Ukrainian football teams of the 20-80th those motivated by different proper names – onyms – prevail. Naming football teams they often used the names of the soviet sports organizations to which they belonged structurally. Naming of the species concept turned out to be motivated by onymous denomination of the generic concept which only confirms the worldwide tendency to name sports teams in the frame of their sports societies. Many of the football team names belong to the denominations which have been motivated by the names of enterprises or trade unions. They also had the imprint of the soviet naming system. Lots of football club names reflected the soviet ideology. First of all these are the names motivated by toponyms – place names that were given to them during the soviet period and names of people who lived in the given places. To another group of ideological denominations belong the names of football teams motivated by antroponyms – names of the Bolshevik figures. One more group of sports club names is motivated by the names of the enterprises that have ideologically biased onyms – the names of the communist leaders. Among the names of the Ukrainian football teams which have been motivated by appellative vocabulary one should single out the most prominent groups: nominations motivated by the names of people according to their profession, vocation or craft; team names appellative to the kind of enterprise production after which the team has been named; names that indicate technology peculiarities or specific features of the production.

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NAMES OF PLANTS IN UKRANIAN ERGONOMY

The number of ergonyms is rapidly growing recently. They require proper arrangement and close study. The study of 'onyms' is conducted along different lines, including their systematizing according to lexical and semantic features, defining ways of creation of declared names and their structural forms.

Among ergonyms, transonymized from other 'onyms', a great advantage is given to numerous groups of transonymized anthroponyms and toponyms. The group of transonymized phytonyms (names of plants) as stated above is not numerous but it calls for no lesser attention and also requires a complex study.

Names of plants are used to name objects of various kinds of activity: trade, services, recreation sector, etc. Among the names of shopping facilities there are names of flowers denoting flower shops. Also a great number of phytonyms are used for denoting the names of objects of services and recreation sector. The largest in number are the groups denoting nursery schools and day-care centers. They are to be found in 20 regional cities of Ukraine.

In terms of language the phytonyms studied belong mainly to the Ukrainian language. However, a number of ergonymized phytonyms of English and French origins were found.

Among ergonymized phytonyms we distinguish such structural models as singular phytonym in the singular, a singular phytonym in the plural, singular phytonym in diminutive-hypocoristic form as a kind of singular phytonym, appellative + phytonym, derived from phytonym adjective + appellative denoting color, ergonyms derived from poetonyms (names of well-known fairy tales) that contain names of plants or their general names, names containing the general lexeme 'flower' and its adjectival type, phytonyms-ergonyms that denote both trees and wood and are used mainly as names of furniture stores, ergonyms that are based on general phytonymic words and indicate places where these objects are located.

The names based on phytonymic origin have positive connotation. They mainly denote shopping (trading) facilities, objects of services and recreation sector. Among the above named objects phytonymic ergonyms denoting nursery schools, education centers, children's cafes and stores are the largest in number. A further study of transonymized phytonyms requires contrastive analysis of 'onyms' in different regions of Ukraine, their structural and semantic peculiarities, research into how they are formed and function.

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Shepel Yu.

GENERAL DESCRIPTION OF WORD-FORMATION ROWS ON SEMANTIC PARAMETERS

Like a word that can be defined as a set of interrelated and technically identical LSV, the derivational number can be described in terms of units which are lower in relation to it`s order. This unit is *a structural-semantic version of the number, or semantic subset*. The type of relationships linking the structural-semantic variant of a number (subset) and derivational number (as well as LSV and the word, structural-semantic variant nests and a nest) is thought of as a relation of inclusion: *structural-semantic subset =>derivational number*. The definition of "gross semantics of word-formation series" stands out from its relationship with the notion of semantic volume of the series. The order of embedding of derivational meanings of derived words of derivational number in its semantic structure is not relevant for the semantic corpus, but is significant for "cumulative" semantics.

The semantic difference between the adjectives of different and the same numbers to a greater extent is not only in their motivation / lack of motivation, as in the character of indicative value, its quality. Adjectives analytically express the characteristics that can be found in the value(s) of their nouns clarified by them and other parts of speech.

Derivational number includes all the values expressed by the derivational formants as affixes with the same invariant value can often be varied by the typical set of contextual meanings.

In the system of derivational numbers of adjectives certain points of the scale of qualification are fixed for the certain types of affixal derivatives, for example, negate and contrast, excessive and/or highness of presence of signs and failure (*high – low – high –the highest – higher; indifferent – unindifferent; good– better - bad, etc.*). The boundaries between the points on this scale can be blurred. For example, in the system of derivational numbers of denominative relative adjectives. This determines the quantitative differences between the derivatives (*lemon-coloured– citric, stone – stony, ostracod and shelly*) cause the appearance of semantic parallelism and paronymy.

Specific derivational meanings for the semantics of derivational numbers are characterized increasingly by originality: they can be missing (the rows with the meaning of negation and/or opposites), or be presented in a large quantity (rows end in =*n(yy)*, =*sk(iy)* =*yenn(yy)* etc.). This can be explained by the fact that the semantics of productive word is the determinate component for the special derivational meaning. Private derivation meaning cannot be invariant for the entire numbers. This value is invariant according to the separate groups of words (subset) within the derivational number.

General derivational meaning is determined by the semantics of the derivational characteristic tone. However, the more universal is the meaning in the system of derivational meaning, the more formal means of its expression are introduced. For example, the meaning of negation is widely represented by the number of prefixes as the meaning of increasing – by the number of such prefixes as *arhi= a=, no=, ne=, ni=, ir= dez= kvazi=; anti=; super= giper=, vse=, nai=, ultra=*. It is observed the divergences of formal and semantic derivatives at the level of local derivational meaning of the phenomenon.

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LINGUISTIC WAYS AND MEANS OF ORGANIZING TEXT

Andrushchenko V.

THE CATEGORICAL COHERENCE REALIZATION PLANE WITHIN INTERNAL BELLES-LETTRES STYLE TEXT STRUCTURE: INFORMATIVE- COMMUNICATIVE ASPECT

In the research the peculiarities of the formal-semantic categorical coherence manifestation means in the internal belles-lettres style text structure as communicative-informative markers of the sense-thematic belles-lettres style text unity formation are distinguished and highlighted.

In regard with the notion of *belles-lettres style text* as a combination of formal, contensive and sense parameters it is reasonable to trace a number of text coherence formal cohesive devices that are characterized by definite semantic content being prominent markers of belles-lettres style text sense formation providing definite sense interlinear relations functioning within the English Language supra-phrasal unities due to their correlation with intra-textual interlinear syntactic links.

All this enables to ascertain that each supra-phrasal unity which structural-sense organization is determined by cohesive devices of linear, parallel, integrative intra-textual interlinear syntactic links realization is considered to be the bearer of a certain microsense (microtheme). The integration of the latter consistently aims a recipient at a belles-lettres style text contensive integrity perception – an addresser's intention decoding by means of implicit-subtextual relations explication as a result of the coherence category linguistic expression analysis.

The actualization of functional structural-grammatical devices of the coherence category representation by *linear, parallel, integrative intra-textual interlinear syntactic links* indicates their correlative-integrated interrelation with sense interlinear relations within a belles-lettres style text structured supra-phrasal unity.

At that, A. Zahnitko points out that the means of sense relations organization between sentences in a text appear to be left-handed (a linear tie – anaphora), right-handed (a parallel tie – cataphora), integrative-cumulative and coalition-implicit intratextual interlinear ties

In relation to identified types of syntactic ties (anaphora, cataphora, integrative-cumulative and coalition-implicit intratextual interlinear ties) A. Zahnitko offers the following classification of sense interlinear relations within a supra-phrasal unity: *informational, explanatory-motivating, conceptual-paradigmatic, associative-figurative, argumentative and commenting sense interlinear relations.*

All this allows ascertaining: sense interlinear relations are considered to be prominent markers of a belles-lettres style whole delimitation into supra-phrasal unities on a sense (communicative-paradigmatic and pragmatic-implicit) level being a prominent universal factor

of the English language belles-lettres style text contentive-sense and communicative-paradigmatic layers completion.

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Arkhipova I.

COMPOSITIONAL AND SPEECH FORMS OF AUTHOR'S DIGRESSION

The article focuses on structural and syntactic properties of author's digression. The aim of this article is to determine the role of author's digressions as the compositional elements of English literary prose. The research has been made on the basis of English literary prose of the XIX-XX centuries. Lingual and cognitive approach made it possible to distinguish speech forms of author's digression.

While reading a narrative, a reader comes across several sudden interruptions in the main action of the text, which provides him background information, establish his interest, describe character's motivation and build suspense. These interruptions are called digressions. A digression is a stylistic device authors employ to create a temporary departure from the main subject of the [narrative](#) to focus on apparently unrelated topics, explaining background details. However, after this temporary shift, authors return to the main topic at the end of the narrative. Author's digression is also determined as a statement made by the author of an epic or lyric-epic directly expressing the author's attitude toward what is being described. Thus, the lyric digression introduces the author-narrator as someone with a higher, ideal point of view and establishes a cordially intimate, emotional contact between author and reader, similar to suggestion in lyric poetry.

In this article author's digression is determined as an autosemantic compositional unit of literary text, which ensures semantic relationship of different elements of the text, performs emotional and esthetic, phatic and cognitive functions, and is considered to be explicit means in defining the author's and reader's images.

The main purpose of author's digression is to provide a description of characters, background information, establish interest and create suspense for the readers. However, these functions vary from author to author. Some use it to provide scholarly background, while some others use it to prevent confusion of illusions in a narrative. Another function is to emphasize or illustrate an idea through anecdotes or examples and establish a channel through which authors satirize a person or place. Besides these, many authors fear that if they do not digress from the main topic, naïve readers might not be able to differentiate between the reality and the fiction. The reason is that some themes are closer to reality such as poverty, strained relationships and crime. Hence, they use it to put a check on their audience's sympathetic identification with certain characters.

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Betsenko T.

TEXT-SHAPED STRUCTURES IN UKRAINIAN AND BELARUSIAN FOLK SONGS CREATIVITY

The article aims to identify and describe the verbal-shaped constructions which are typical of the Ukrainian and Belarusian folk-song text formation, in terms of their canonicity, universality and at the same time uniqueness. The main objective is to typify the text-shaped formulae (universals) as system organising units of folk discourse of the Ukrainian and Belarusian folk songs.

Availability of the text-shaped formulae (universals) is the indicator of the stable, formed according to the rules (norms), the laws of song tradition, the connection of the latter with the separate national language continuum.

In the Belarusian and Ukrainian folk-song creativity there are canonical text-shaped universals – attributive, substantive, verbal, adverbial, predicative structures.

Attributive structures are the structural formations such as "adjective + noun." Common patterns are contamination of an adjective with the colour semantics and a noun designating a part of the human body, an adjective with a colour indication and a noun with the semantics of the topography, relief, an adjective designating colour and a noun – the name of the object, an adjective designating colour and a noun-floronomen, an adjective designating colour and a noun-faunonim, an adjective designating size and a noun designating a part of the human body, peculiarities of the person, etc. Attribute structures are the direct reflection of the extralinguistic facts – the ethnic group's picture of the world.

Substantive text-shaped formulae are the combination of a noun with a noun. In folklore, with their help an ambiguous, multiaspect poeticizing of real things, an attempt to figuratively emphasize their specific details, features, characteristics, to indicate the relationship, to stress particular and general as a comprehensive whole in the understanding the essence of the subject take place. For folklore complex verbal-shaped construction is a speech-cogitative way to

implement a multidimensional vision of the world, the segmentation and synthesis of the described phenomenon or object.

The purpose of the adverbial text-shaped universals is to poeticize spatial, temporal, and other characteristics of the objective reality measurement. Formulaic structures with the semantics of space indicate the location of the described object, phenomenon, event, direction, movement towards a certain object in space and so on. The space in folklore, as well as the time, is the real, generalized objective reality, thinkable in close contact with the person.

Formulaic canonical structures are represented only by individual models, in general. Firmly established ancient language song tradition in the folklore of two nations can be seen even in minor examples. The study of folk-song text-forming elements of the folklore continuum of the Slavs is very important and necessary. Circumstantial, detailed classification of the universal formulaic formations will give the opportunity to compare the language of the ancient song tradition of different Slavic cultures and so on.

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Zoz Ye.

PROSODIC INTEGRITY OF THE POETIC WORK

The concept of integrity of the work of art is one of the main ideas of the systemic-functional approach to the study of literature, which is based on an understanding of art as a functional system, the elements of which can be understood and explained only in their relation to the whole.

Integrity is considered by many scholars as one of the leading text-discursive categories, due to the unity of content, text and discourse non- separability of its units.

This view of the nature of a literary work merges with the widely accepted in modern linguistics understanding of the integrity of the text as a psycholinguistic categories that characterizes the text as a meaningful unity.

An important role in the creation of formal and semantic integrity of the text belongs to the text prosody. The problem of integration of text parts into a coherent whole is inseparable from the question of prosodic segmentation means of the text into its components. Discreteness of a text is essential and one of the ways of its integration.

The integration process, leading to the semantic and formal unity of the text is very complex, and in various texts assumes a variety of forms and techniques.

The purpose of this study is to analyze the role of prosodic means in the creation of the integrity of a poetic text. The relevance of the choice of this topic is due to the necessity of a comprehensive study of the problems of artistic creation at the junction of various sciences, as

well as the need to further develop the theory of the text, the rules of its construction and operation in various fields of communication, in particular aesthetic.

The subject of research is the prosodic parameters of the text – duration, pitch and intensity. The object of this study is poetic text, understood as a structural and functional system, with its formal and semantic integrity, and serves for the transmission of information in the field of aesthetic communication.

In summary it is noted that the analysis of the prosodic organization of lyrical poetry texts confirms the thesis about the ability of prosody (its time, fundamental frequency, and dynamic components) to reflect the formal and semantic structure of the text, providing, on the one hand, differentiation of units of various sizes, on the other hand, contributing to the integration of these units in the text system.

Integrating ability of prosodic means is manifested in a regular increase in the quantitative indicators of various prosodic parameters (frequency and dynamic range, duration of text units and pauses) with an increase in units rank in the hierarchy of text organization. The ability of prosodic parameters to perform an integrating function in the text of a lyric poem is one of the most important means of achieving formal and semantic integrity of the text.

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Kolesnichenko E.L., Gabidullina A.R.

PARADOXICAL STATEMENTS IN THE IRONIC ESSAY "ODESSA" BY M.M. ZHVANETSKY: THE EXPERIENCE IN PRAGMATIC AND STYLISTIC ANALYSIS

The article examines the paradoxical statements in the essay "Odessa" by M.M. Zhvanetsky.

They can be divided into two types: logico-semantic and communicative and pragmatic.

Logico-semantic paradoxes are divided in two groups: syntagmatic and paradigmatic. Syntagmatic paradox arises as a result of referential untrue statements, logical absurdity. It is built on the destruction of the language picture of the world in people's minds. A vivid semantic contrast is created in the clash of the constructions of the abnormal content with the recipient's ideas generated by the language picture of the world. Syntagmatic paradox is often built on the violation of causality; as a consequence, the conclusion does not follow from the premise.

The logical absurdity of the expressions of comparison usually occurs on the background of semantic of the escorts words, this fact contradicts to the sense of comparison introduced by the operators: as if, if, such that, than - so and so on.

In contrast to the paradigmatic syntagmatic paradoxes follow the law of asymmetric dualism of the signed language, in particular of its homonymy, synonymy, as well as the presence in the language system the word-forming derivatives, conversives, patronymic relations and so on. M.M. Zhvanetsky skillfully uses all the features of the language system for the game with the addressee in the essay "Odessa".

The essay is full of a variety of paths, creating an ironic modality. The main place is occupied by metonymy: lexicalized, discursive and occasional. Metaphors is also frequently used.

Paradoxical pun can be built on the ambiguity of the words and homonyms. Logomaxia - a logical fault is used masterfully, "a dispute about words," when the participants in the communication have different understandings of the meaning of the words, which leads to the misunderstanding between the interlocutors. Silepsis and zeugma are the mechanism of the creation of a pun.

Paradoxical pun can be created by the unusual "behavior" of synonyms and antonyms. Antonymic paradigmatic relations are the basis for the antitheses and oxymorons in the essay "Odessa». Oxymoron uses with the meaning of something unusual or as an objection in untruthfulness, referentially impossible statement.

Communicative and pragmatic paradoxical situation are reflected in the dialogues of the characters. They demonstrate the contradictions arising as the result of the breach of interlocutors` stereotypes about communicative context. The communicative situation is perceived as a paradox because it is based on the violation of pragmatic presupposition as the relationship between speakers and relevance in the context of the statement.

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ACTUAL PROBLEMS OF DISCOURSE ANALYSIS

Blynova I.

THE AUTHOR'S LANGUAGE PERSONALITY IN THE LIGHT OF MODERN COMIC DISCOURSE

The theoretical basis of the notion *language personality* is based on the intersection of a lot of disciplines that causes the complexity and ambiguity of approaches to its interpretation, its structure determining, the criteria and ways of its subject description. In modern Linguistics the existence of certain practical research of the language personality types has been observed, which varies depending on the approach to the subject of its study.

In fiction the writer's language personality is put into a multidimensional hierarchy because it brings all the manifestations of speech together. The principal of our study is the viewpoint according to which the character is one of the writer's language personality manifestations. Therefore, in order to understand the writer's language personality you need to summarize the displays of characters' language personalities and of the others' speech representatives (of the author's and narrator's ones). Thus, the writer's language personality is a complex communicative speech formation with individual author's writing style features fixed in it. The author's language personality is reflected in the author's, characters' and reported speech.

As a result, a fiction prosaic text is heterogeneous in its nature: there are four types of speech presentation in it – the author's speech, direct/dialogical speech, internal speech and reported speech that form its vertical structure.

According to our observations, the authors of the studied stories (Kurt Vonnegut and Muriel Spark) resort successfully to linguistic phenomena intentional playing of words at the lexical, semantic, syntactic, wordbuilding and pragmatic levels to create a comic effect.

As analysis shows a typical example of the writers' comic effect reflection is the play at lexical and semantic level of the meanings that arise in the case of polysemy and homonymy from the character's irony perspective concerning the rules of society, certain ideas, beliefs, statements and actions. In particular there is a regular polysemy of the «literal and figurative meanings», «the free and bound phraseological meanings», «proper and common noun meanings».

The analysis of characters' speech allows us to describe the writers as active, strong, elite language personalities, rational and very free in their linguistic choice. At the cognitive level it is expressed, as we see, by using various play on words structures that manifest themselves at different levels of text perception and organization including the comic effect creation.

The perspective study deals with a detailed analysis of all language personalities: of the author's / narrator's / characters' to highlight different types of language personalities and get more information about the speaker through the reader's perception.

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CANONIZED LOGOEPISTEMES IN THE LANGUAGE OF STUDENTS- PHILOLOGISTS

Logoepistemes – are the «knowledge kept in the language units», the language expression of the trace fixed by social and cultural memory. These trace is the reflection of reality in the minds of native speakers as a result of their comprehension of cultural values of national and world culture. They can be master by language speaker voluntarily or involuntarily. The most common form of text violence is school syllabus, which forms a very significant part of the national body of precedent texts, constituting one of the basic elements of cultural literacy. Obligatory texts that form the basis of training, should be exemplary, "canonized."

By canonized logoepistemes decided to attribute names, quotes, text, and so on of the classic works of art and literature, the knowledge that is acquired in the course of special education (at school or at the university). At the time this text was the Bible. From the canonical texts should be distinguished obligatory or mandatory texts. These include works of art, knowledge of which requires a school or university programs. Here, we are ranked as the wording of the rules, laws, theorems, definitions, which are studied at school.

First logoepistemes are literary texts: Ukrainian and Western European classics. This literary PF remembered and reproduced in the speech of students-philologists in three varieties: 1) as a precedent onim; 2) a statement of case; 3) as a compressed retelling of the story.

Case text is usually stored entirely: it is obligatory texts on literature school program provided by the program for memorization.

On undergraduate philology students studying Latin. Such sayings are case-like *Ab ovo, O tempora! O mores! Feci quod potui faciant meliora potentes; Panem et circenses; Pecunia non olet; Memento mori; Mens sana in corpore sano; Homo sum, humani nihil a me alienum puto; Veni, vidi, vici; In vino veritas* ets.

Logoepistemy it quotes from the works of British writers and poets: *to be or not to be; english proverbs and sayings: money spent on brain is never spent in vain; national greetings and congratulations: happy birthday to you; happy New Year.*

Logoepistemes from the field of theoretical linguistics are bit. They are the only real personalities linguistic scholars whose names are associated in the minds of philology students with a well-known text direction in a science or theory.

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Potreba N.

THE ADVERTISING TEXT AND FEATURES OF ITS TRANSLATION

The problem of the translation of the advertising text from French is considered in the article. The translation of the advertising text, unlike the translation of fiction where translator is obliged to transfer art and esthetic advantages of the original text, slightly differs in a form, language means and in a pronounced communicative orientation. In particular, it is connected with the translation of the facts and events integrated with culture of these people, various national customs, and names of dishes and clothes details in the advertising text. One of the main features of the translation of the advertising texts is expressed in a substantial ratio between the original text and the translation, and in the transfer of the sociolinguistic aspects of the translated text. It is quite often necessary to adapt both substantial part of the text, and its form for achievement of adequacy. That why the importance of a correct translation of advertising texts grows.

It is important to rely on knowledge of features of national psychology, distinctions in cultural and historical traditions, knowledge of the initial and translating language.

The translation of an advertising slogan is the complex task demanding obligatory adaptation of the text to sociocultural features of audience. The translator, besides understanding the spirit of this or that trademark and good command of the language of a source text, has to possess ability to expect communicative effect of the advertising message in target language.

The translation of advertising texts is subdivided into two types:

1. Creation of the adapted advertisements where there is a full or partial replacement of the text of the original. Adaptation is necessary, if:

- the text of the original contains puns, phraseological units, a rhyme and other language features which can be lost when translating.

- various relevant parameters lie at the heart of a target text and of the original.

Main translation tricks: transcreation, selection of contextual analogs. As the reason of replacement of the relevant criterion can be the mentality difference, other target audience of the translation.

2. Creation of the texts, which do not need to adapt. The majority of the texts entering the international market can be belong here.

The standardized advertisements containing as little as possible specific ethnocultural signs belong to this type. It is a tendency of modern advertising in the context of globalization. Main tricks of the translation: selection of alternative compliances, updatings, generalization.

Therefore, there is a large number of names of trademarks and logos of a foreign origin, which are not to be translated in advertising of the French printing mass media.

Advertising is a structural component of culture and the instrument of spiritual use of society. Several directions determine functionality of advertising in modern society. Primary function of advertising is to provide socialization of the person in the conditions of the complicated, changeable, unstable environment. It's the most essential mechanism is composed of constantly extending use in the various spheres providing though the unified, but constantly updated and variable way of life.

The choice of this or that way or trick of the translation depends on many factors. It is a character of the translating text, audience of the consumer of advertising production and features of psychology of the translator, his commitment of a certain literary tradition. It all depends on each individual case. As a result of the conducted research it was drawn the conclusion that stylistic means play an important role in increase of pragmatism effect of texts of social advertising.

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Sokolova A.

METONYMY IN THE SCIENTIFIC LITERATURE

The article gives the analysis of the metonymy that is a trope, which is based on the replacement of some names by others on the basis of the contiguity of their meanings.

Metonymy is not almost studied in the scientific discourse. It can be caused by the fact that the potential of usage of metonymic models is limited by the boundary quantity of the relations between two linguistic phenomena in the scientific discourse.

The most common is the transfer from the subject area, science, to the subject of science, and vice versa (word formation, phraseology, etc.), for example: grammar "speech structure" and "linguistics, which studies it". In addition, there is another meaning – "a school textbook": each language has its own grammar, i.e. such special rules that make those who speak to announce what is essential – grammar in this language.

There are examples in which the metonymy is understood not just as a manifestation of lexical polysemy in modern linguistics. Metonymic phenomena appear at different levels of language: from morphemes, on the one hand, to discourse on the other hand. Derivative words as nominative units have metonymic nature.

Because of the overdue change of an expanded interpretation of metonymy we can deem it as a discursive phenomenon.

There are different kinds of metonymy. There is also discursive (speech) metonymy except lexicalized (language) one in the popular science linguistic research. A. Rayevs`ka describes it: "Discursive metonymy, unlike lexical or l lexicalized is implemented only within the text and does not exist out of it". M. Sandakova (relatively [adjectival](#) metonymy) considers that "in the result of usual metonomic transfer the adjective bulls a secondary lexical meaning, which receives a lexical fixation. Discursive metonymy does not lead to semantic derivation: in this case you can speak not about new meaning, but only about the use of the adjective". It is created in order to imaginative mapping of the facts of language, the expression of the author's evaluation, the young reader`s (the main recipient of the popular science linguistic research) emergence of sensitive, more noticeable exposition about the described event.

Discursive metonymy, which is implemented at the level of words, is often related to ellipsis. Metonymy, which is elliptical by the mechanism, has various discursive nature.

Elliptical discursive metonymy may be a factor of the structural organization of the text, which aims to shift the focus in certain semantic space of discourse. In this case a separate word means more or less enlarged piece of text to which the word refers, and at the same time it is emphasized what is the main in the corresponding fragment.

In the popular science linguistic research discursive metonymy is often represented by the adjective constructions (orthographic terror, punctuative stupidity, punctuative silence, punctuative exotics, punctuation slouches, etc). Metonymic movement is aimed to emphasize the definition, to focus an attention on it here. In most cases it is "the result of semantic ellipsis where the notional condensation leads to structural reduction of the syntactic unit".

The corpus of this article did not allow us to characterize all the cases of metonymic transfer which are typical for the scientific discourse. In particular, verbal metonymy has left out of the vision. In any case, metonymy is an ambiguous phenomenon and it still is waiting for their interpreters.

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Fyodorova E L.

Museum text editing: towards understanding pre-translation analysis

Text editing is a multifold process. Latin word *redactus* means “something that has been put in order”. Sometimes editing is regarded as a correction of a text, while it comprises such aspects as target reader, the idea and the content of the text.

According to M.P. Brandes, “pre-translation analysis helps one to better understand the text. It makes the communicational, or, semantical organization of a text, more definite and clear, thus helping to understand that the main difficulty of translation is an overwhelming transmission of meaning”.

The research aims at revealing the methods of systematic pre-translation analysis and editing of museum discourse texts. The research deals with the analysis of museum news texts.

The issues relating to the concepts of translation adequacy and translation equivalence prove to be always relevant, as well as the criteria according to which the quality of the translated text can be definitely evaluated. Interpretation and commenting of museum text are aimed at explicating the cultural context for the recipient, thus making the communication successful.

In the essence of text editing lies creative work combined with a certain system. The latter deals with a range of interrelated methods of text editing, which implies different strategies of text correction, including commenting.

Pre-translation editing is a complex process that is not limited to structural analysis of a resource and a target text. It also includes a traditional scheme: editor's analysis, text correction, composition correction, checking the facts described in the text and a stylistic correction.

Museum discourse texts should be treated with special attention for their editing is always connected with reduction and compression of a source text. The language and the style of such texts are intended for mainstream audience. Such texts are full of expressive and emotional lexis and sometimes lack logic of composition. These facts make such texts difficult for translation. While editing such texts, one should be careful to preserve the author's message and genre-related features of the text, and to keep in mind the communicative aspect of editing: the interaction between the author, the editor and the reader. This interaction may be crucial for translation strategy of this text, especially in certain types of discourse.

Museum texts editing and its subsequent sub-titling may contain the following important stages of analysis:

- substitution of a vague combination of words;
- correction of the mistakes related to the misuse of the parts of the sentence;

- correction of wrong subject-verb agreement;
- correction of complex and hard-to-understand syntactic structures;
- elimination of redundancy of words, clichés, tautology etc.

A number of texts are written by authors for readers with similar cultural background. In this case, the author and the reader share similar knowledge about socio-historical and culture-related issues. One of the ways to make such texts more explicit for people with different cultural background is to make a preamble that would specify some facts and would help the reader understand the context. Such pretexts are aimed at giving some additional information about culture and history related issues. In this respect, one should take into consideration formal and content characteristics of the text.

Thus, pre-translation editing is aimed at making the text clear and transparent for the recipient and makes a multicultural dialogue effective and cooperative.

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DIDACTIC ASPECTS OF TEACHING LANGUAGES

Panchenko N.I.

HOW TO MOVE METHODS OF TEACHING CLOSER TO CONTEMPORARY TECHNOLOGIES

This article deals with the problem of modern methods of foreign students language training. The article emphasizes the need to use modern information and other technologies in teaching Russian and Ukrainian for foreign students. The main focus is on the need and the possibility of using the Internet, computer presentations, and mobile phones. This issue is in line with current scientific and methodical research as to improve the efficiency of the educational process is necessary to use new educational technologies, and thereby strengthen the cognitive motivation of the student. Success is largely dependent on how well the material is methodically organized, where part of the course can be implemented by means of multimedia courses. Research of efficiency of use of scientific and technological achievements in the field of education is as broad and varied as the problems of most inexhaustible teaching methods. The purpose of this article is to describe the three specific areas of "modernizing" language training of foreigners by means of technical training: 1) the use of the Internet; 2) the use of presentations; 3) the use of mobile phones. The Internet provides endless possibilities for the intensification of teaching and the organization of independent work of foreign students in the study of the Russian language. This is the use of e-books, watching movies of necessary content, the use of electronic online dictionaries, remote inspection of independent works, and much more. An important option of using the Internet is to work to eliminate illiteracy. Visibility, the ability to change the pace and form of study material, its figurative and artistic representation – all this makes the computer an indispensable assistant teacher in reducing fatigue trainees. As an example of establishing comfortable study the usage of electronic presentations is mentioned. Electronic presentation is a kind of lectures and practical exercises performed in Microsoft POWER POINT program using audio, graphics and animation. Creating a presentation basically is to place text and objects on slides. Some tips for creating presentations, the use of which allows you to more effectively reach the didactic purposes are suggested. These tips are based on the generalization of the experience of some authors, as well as some personal experience and analysis of finished presentations by different authors and of different quality. The presentation

should be carefully prepared and verified in terms of literacy and ergonomic requirements and previewed by the teacher on the big screen. The presentation should be used strictly according to need. One slide should be heterogeneous information. People can remember a time not more than three of facts, conclusions, definitions. It is necessary to pay attention to the quality of the image, if it is not high, it is better to give it up, otherwise it will only lead to negative results. Multimedia presentation not only allows inculcating interest in the subject, but with the right technical and aesthetic design provides the visibility, effectiveness of the lesson, learners develop spatial imagination and leads to an increase in indicators of quality of knowledge. The text is presented in the form of lecture notes, reflecting its main provisions. Adding information to your phone involves in the process of Prospect research is the creation of a system of exercises designed to use the listed technologies.

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Mokra O.

**DIDACTICAL POTENTIAL OF GRAMMATICAL CONCEPTS
(FRENCH FACTUAL MATERIAL)**

This article proposes some novel didactic approaches which a teacher of grammar course in the first year of Bachelor's programme should use so that the students could benefit most from both theoretical and methodological point of view. After having emphasized the main difficulties in teaching grammar structures and in introducing the specific metalanguage, we take into account the new parameters of teaching grammar using a Task-based Approach in order to define new strategies that could solve these problems: a discourse grammar that presents the grammatical concepts through communicative tasks, a reflective grammar based on the analysis of implicit rules governing the way language functions, a reference grammar for teaching / learning French as a Foreign Language adapted to Romanian learners.

The teaching and the language learning generally, the grammar more exactly, were for a long time the object of numerous debates. It will be a question of wondering on one hand about the impact of the researches in grammar of the sense at the level of the teaching French as a Foreign Language (FFL) and the grammatical description in the course books of FFL and on the other hand to try to approach the impact of the introduction of the grammar of the sense at the level of the formation of the teachers of FFL.

This study is a tentative reflection on the teaching of grammar of French as a foreign language. It will examine the place of grammar in the teaching-learning process of French in a French classroom. In this study I do not pretend to come up with ready-made answers or tips, or provide a unique itinerary whose advantages and benefits have to be demonstrated. My aim is to show the potential treatment of grammatical situations, even though no action can everlastingly stand. I believe that it is essential to reflect on the relevance of the objectives behind the teaching of grammar and the training of teachers in their process of teaching grammar. I will deal with the question of learning which should, not only be knowledge oriented (labeling and recognition) but should aim above all to set up a number of competencies /know-how, i.e. (a grammar favoring

the production of both oral and written texts in their enunciative and orthographic dimensions) Hence, it is urgent to rethink the construction of an integrated learning of grammar.

This article aims to stress the continuity in the research concerning teaching and learning grammar in French as a foreign language and to depict the new approaches of the last decennium.

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