

ресурсів і щоденного спілкування. Думки лінгвістів з досліджуваного питання діаметрально протилежні. Деякі з них наголошують, що цей потік слів не дає ніякої стабільності в українській мові та порушує її ідентичність, але більшість вчених, навпаки, вважають, що багато англіцизмів надають можливість українській мові стати мовою глобальної комунікації.

Ключові слова: англіцизм, асиміляція, адаптація, транскрибування, транслітерація, трансформовані англіцизми, кальки, мовні рівні

ПРОЦЕССЫ АССИМИЛЯЦИИ АНГЛИЙСКИХ ЗАИМСТВОВАНИЙ В СОВРЕМЕННОМ УКРАИНСКОМ ЯЗЫКЕ

Е.В.Бабенко, С.В.Ильин

Аннотация. Статья посвящена процессам ассимиляции английских заимствований в современном украинском языке. Термин "англицизм" является типичным для этих заимствований. Актуальность данной работы заключается в проблеме правильной адаптации и ассимиляции новых англицизмов в современном украинском языке. Эти процессы описаны и проанализированы на каждом языковом уровне, в частности, на фонологическом, морфологическом, лексическом, синтаксическом, семасиологическом. Примеры взяты из интернет-ресурсов и ежедневной речи. Мнения лингвистов по изучаемому вопросу диаметрально противоположны. Некоторые из них подчеркивают, что этот поток слов не дает никакой стабильности в украинском языке и нарушает его языковую идентичность, но большинство ученых, наоборот, считают, что многие англицизмы представляют возможность украинскому языку стать языком глобальной коммуникации.

Ключевые слова: англицизм, ассимиляция, адаптация, транскрибирование, транслитерация, трансформированные англицизмы, кальки, языковые уровни

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FACTORS OF LINGUISTIC AND SPEECH COMPETENCE FORMATION

I. I. VAKULYK PhD in Philology, Associate Professor, Associate Professor of the
Department of Ukrainian and Classical Languages

National University of Life and Environmental Sciences of Ukraine (Kyiv)

E-mail: vakulyk@ukr.net

Abstract. The article considers the issue of competency approach formation as one of the vectors of higher vocational education, which is in the process of science integration and the enhancement of humanization of universities. Modern science and practice set new demands for the degree of classical languages learning in higher and specialized educational establishments, which essentially aim to ensure the enhancement of linguistic competence and add terminological orientation to the whole process of learning.

Keywords: language as a matrix, the Latin language, competence, professional training, higher vocational education, humanization of education

Актуальність (Introduction). The lasting success in language learning depends primarily on the target goal. It is much easier to succeed when each individual task is considered as a part of the general task, rather than as an independent one. The realization that the general task is much broader, involuntarily and unconsciously

makes students focus on the subject. This eliminates aimless teaching and aimless learning, and each lesson becomes a skillful, well-planned step towards a specific goal.

The main purpose of a teacher in the classroom is to simplify the process of language learning to the fullest: he foresees the difficulties and tries to forestall them; he aims to reduce the number of possible mistakes and assists the student before the latter takes the time to correct the mistakes that he has made.

Аналіз останніх досліджень та публікацій (Analysis of recent researches and publications). Karl Pribram in his book «Languages of the brain» expresses the following thought: there are certain areas in the brain that are responsible for the construction of the phased plans of activity. The program of the plan completion is encoded so that its individual stages do not overlap, and do not interfere with each other. Being once recorded in verbal symbols, the plan of future actions can be stored in memory, as long as we do not need to complete it. A surprising feature of the language is not only to accumulate the whole experience of the previous generations, but also to pass it in a concise and concentrated form to each new member of human society. A word is not only a tool of thought transference, but also the key to the mood of the message. Such multidirectionality makes us study the word not only as an element of the language system (as a component of the regulatory language arsenal), but also as the component of language process; it makes analyze the interaction that takes place between speech and language system, and which is the prerequisite for the existence of any language.

Мета (Purpose). The purpose of the article is to analyze and systematize factors of linguistic and speech competence formation. Learning ancient languages, among which Latin is of great importance, at this stage of higher school development, covers not only actual problems of teaching foreign languages, but also becomes a part of professional training of future agrarians.

Методи (Methods). Analysis, synthesis, learning the avanguard pedagogical experience and practice are used in the paper.

Результати (Results). Future specialist studies the Latin language mainly for nomination – giving Latin terms to specific concepts in different scientific disciplines. The term itself in all its aspects (meaning, structure, formation models, even etymology) should be given the most attention when teaching Latin. All of the abovementioned leads to the need to find new constructive ideas for solving the problem of optimization and intensification of learning and mastering terminological Latin which functions in agricultural research fields; acquiring new knowledge and improving the level of professional language training.

When learning Latin we traditionally focus on comparing phonetic and grammatical phenomena of two languages – the ancient and the native one. Comparison as a method of language learning has many advantages, allowing you to go deeper into the structure of the languages under study and discover new linguistic facts and phenomena, which are left beyond our vision when considering separately. Therefore, the teacher repeatedly reminds his students that the material for research is not only dictionary data, but also the textual material. It is also advisable to use translation materials of the same texts in different languages. For example, it would be rational to demonstrate the Russian and Ukrainian versions of the medieval student anthem «Gaudeamus igitur ...» translated by S.I. Sobolevskiy, N.V. Bugayev, L.V. Ginzburg, Y.M. Borowskyi, N. Bilyk, A.A. Sodomora, V.D. Litvinov, etc.

According to American methodist, Professor of Chicago University Peter Hagboldt, teaching foreign languages can pursue practical and general educational goals, the choice of which depends on the objective conditions and the duration of the course.

The method, to his mind, is a set of techniques aimed at achieving a specific goal within a certain period of time with some certain textbooks, taking into account the age and the overall development of students as well as school and community. The method is never «frozen», it must be adjusted when changing the teaching environment [4, p. 21]. The main goal of the language teacher in the classroom is to simplify the process of language learning. After all, the teacher acts as a predictor, as he has to foresee possible mistakes in solving the preassigned tasks, as well as to find the ways to overcome them. «It is much easier to succeed when each individual task is considered as a part of the general task, rather than as an independent one... When a student does not know the ultimate goal of learning, ... he resorts to a relatively easy way to meet the requirements and literally learns the material by heart using the textbook or ... the explanations of the teacher» [7, p. 56]. The realization that the general task is much broader, involuntarily and unconsciously makes students focus on the subject.

Psychologist Bergson believed that the main function of intelligence is rubrication. Here are his words: «Intelligence is the ability to find the interrelation of phenomena, the ability to grasp their recurrence, and if necessary, to produce it» [1, p. 59]. «To explain something means to see the elements of the old and familiar in the new and unexpected, organized in the new order» [1, p. 181]. The essence of language lies not in using any form of communication, but in using some fixed associations ... i.e. in something tangible – a spoken word, a picture, a gesture or anything that could give an idea of something else. When it happens, that tangible thing may be called a «sign» or a «symbol» and what appears as an idea is a «meaning» [5, p. 66]. Therefore, V.A. Zvegintsev considers the language as a means of mental dismemberment of the world around us into discrete concepts, as well as an instrument for classification of these concepts. According to Ferdinand de Saussure, the word as a linguistic sign is a «two-way psychic entity», which is based on the unbreakable connection between the concept and its phonetic image. No matter where a new word comes from – from an oral conversation, from the pages of a book or a newspaper – in all cases, it will be stored in memory in the form of phonetic image. This image at any time can be represented mentally (through the so-called «inner speech») or can be played aloud. And always at the same time the abstract concept will come back in the memory, corresponding to a given acoustic image [5, p.68-69]. Natural human language makes semiotic modeling, and thus serves as a universal semiotic matrix, on which one can rebuild almost an unlimited number of various familiar or information systems [5, p. 88].

Specialization of mental functions in the development history process is accompanied by the increasing complexity of «anatomy» of psychophysical activity of a living being: the activity is split into actions, and actions – into operations (A.N.°Leontiev). Therefore, each mental level corresponds its qualitatively different content, determined not by simple summation of information of the lower levels, but the type of the tasks to ensure the practical functioning of the organism [2, p. 54].

To acquire receptive language skills is far easier than to acquire reproductive skills. We can learn to read long before we are able to express our thoughts [7, p. 39]. Thus, it can be argued that there is an interdependence of different types of speech activity – listening, reading aloud, silent reading, speaking, and writing. Consequently, certain types of speech activity merge into a whole entity.

To understand a foreign language it is quite insufficient to know the phonetics and vocabulary. Without grammar knowledge we can only understand the simplest

phrases. For the deaf-mute the audio language, used by the people of his homeland, serves in the same capacity as the language for the ... a Frenchman or an Englishman. And if the translation of lexical concepts from the spoken language into finger language should cause considerable difficulties, then these difficulties grow immeasurably when we face the problem of sign expression of grammatical categories (gender, case, tense, etc.) [5, p. 94].

Listening does not include operations that are not included in speaking; but speaking involves all the operations included in listening, plus the logical operations of future review and choice. Speaking logistics resembles somehow the amateur game of chess, which allows you to «take back moves» and where you can not see the situation on the board (even not notice that the king is in check!) [6, p. 165].

All languages have ways of regression limits, the depth conservation methods, as well as the methods that allow to bypass the memory span restriction in order to preserve the expressive power [3, p. 138]. Psychologists have measured what is called the span of immediate memory. We are able to remember from a single glance and correctly reproduce about seven decimal digits taken at random, about seven unrelated words, and about seven items.

It was studied at Harvard University by George Miller long ago [3, p. 127]. The greatest number of units which can be perceived, remembered and reproduced by the average person after the first presentation, is approximately $7+(-)2$. Thus, Miller magic number indicates the number of information units kept in memory. Although forgetting is not desirable during the studying, the researchers state: the highest percentage of forgetting falls on the first 48 hours after the perception or learning the material. That is why the individual has to work out its own memory system and reproduction of information.

When considering memory as the basis of mental life, we take for granted the fact that it controls psychological processes so that a person manages the acquisition and keeping in consciousness the useful information and its reproduction at the right time. Therefore, one should keep in mind that all kinds of image memory are used in teaching language: visual, auditory and motor.

According to Yerkes-Dodson Law («optimum of motivation»), success requires the optimal (or more simply - a moderate, average) level of motivation. As a result of experiments, conducted on animals and later on humans, it became clear that weak motivation is not sufficient for success, but excessive motivation is harmful as well because it creates unnecessary agitation and restlessness.

Optimum of motivation can be achieved during target formation. This is facilitated by attention. Due to it our conscious focuses on a particular object. The ability to set a goal plays an exceptional part in attention dynamics. The formulation and continuous refinement of activity goals evokes, maintains and switches attention [8, p. 155].

Attention shows a goal of possible practical actions. To turn possible actions into real ones, the aim should be presented as a problem, i.e. it should be realized, estimated and appropriately expressed. The cognitive function of linguistic consciousness takes on the problem setting and its step-by-step solution [2, p. 13].

Thus, in the process of studying and teaching the ancient language it is necessary to consider the following:

- 1) There is a complex mechanism of perception and understanding the language units, which may be the cause of possible cases of adequacy displacement of understanding the text;

- 2) thinking stereotypes and linguistic patterns may occur in language practice, that is why accurate focusing on logical and rational word perception is required;

3) the opportunity to use combined types of lessons plan involves focusing attention on specific issues (e.g. phonetic rules, morphological structure of the language, structural and semantic features of word combinations, semantic and functional characteristics of word, etc.);

4) due to the language we arm our minds which allows us not only to be limited to communicative acts, but also to develop a mechanism of participation in the socio-cultural environment.

Висновки і перспективи (Discussion). So, in today's neotechnocratic world under the influence of globalization the active transformations of scientific worldview take place, that are reflected in research of both native and foreign scientists. The concepts of new information society are already represented with signs, symbols, phenomena, stereotypes of thinking. In our opinion, the development of information and culturally marked knowledge will constitute the basis of values, which is the basis of cultural stereotypes. Therefore, we can talk of cultural and linguistic competence of certain ethnic culture speakers and their ability to organize communicative behavior according to the acquired knowledge (following the instructions, guidelines, coding ethnic-linguistic norms). The suggested research topic is in the process of science integration, the enhancement of humanization and humanitarization of higher education, and thus, can be a vector of future research in the context of competence-based approach formation in the system of specialists training.

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ЧИННИКИ ФОРМУВАННЯ МОВНОЇ ТА МОВЛЕННЄВОЇ КОМПЕТЕНЦІЙ

I. I.Вакулик

Анотація. У статті розглянуто проблему формування компетентнісного підходу як одного із векторів системи вищої професійної освіти, що перебуває у руслі процесу інтеграції науки та посилення гуманізації вишів.

Ключові слова: мова як матриця, латинська мова, компетенція, професійна підготовка, вища професійна освіта, гуманізація освіти

ФАКТОРЫ ФОРМИРОВАНИЯ ЯЗЫКОВОЙ И РЕЧЕВОЙ КОМПЕТЕНЦИЙ И. И. Вакулик

Аннотация. В статье рассмотрена проблема формирования компетентного подхода как одного из векторов системы высшего профессионального образования, который пребывает в русле интеграционных процессов в науке.

Ключевые слова: язык как матрица, латинский язык, компетенция, профессиональная подготовка, высшее профессиональное обучение, гуманизация образования

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ОБ'ЄКТНІ ТА СУБ'ЄКТНІ ІНФІНІТИВИ В РОЛІ ДОДАТКА

Н. Ф. ГРОЗЯН, кандидат філологічних наук, доцент
Кримський інженерно-педагогічний університет (м. Сімферополь)
E-mail: n.f.grozyan@mail.ru

Анотація. У статті з'ясовано статус інфінітива в мовній системі, визначено специфіку об'єктного та суб'єктного інфінітивів. Формально-синтаксичне уживання інфінітива детерміноване виконанням синтаксичних функцій чотирьох частин мови. Схарактеризовано уживання об'єктного інфінітива в ролі додатка та окреслено його зв'язок з дієсловами зі значенням волевиявлення, прохання тощо. Інфінітив виконує подвійну функцію – як об'єкта і суб'єкта дії, сполучаючись із модальними дієсловами на позначення суб'єктивно-емоційної оцінки.

Ключові слова: об'єктний інфінітив, суб'єктний інфінітив, граматичне обґрунтування статусу, синтаксична функція, додаток, міжчастиномовна форма

Актуальність (Introduction). Звернення до синтаксичної природи окремих частин мови, дослідження фундаментального мовного явища, що зветься «синтаксисом форми» [9, с. 56], зумовлено посиленням у сучасній науці зацікавленості вивченням функційного аспекту мови.

Аналіз останніх досліджень та публікацій (Analysis of recent researches and publications). І. Р. Вихованець вважає, що в «системі частин мови можливі проміжні структури, які або розподіляються відповідними групами між різними частинами мови, або являють собою морфологічні двочастиномовні загальні форми із закладеними в них потенційними закономірностями закріплення за граматичними сферами» [3, с. 163–164]. Показовим у цьому аспекті є синтаксичне функціонування інфінітива як специфічної міжчастиномовної форми, позбавленої чітких морфологічних характеристик, що властиві двом основним частинам мови – дієслову та іменнику. Тому диференціація синтаксичних функцій інфінітива та їхній усебічний аналіз є важливим для впорядкування дієслівної системи української мови, однак у сучасній лінгвістиці вивченню особливостей функціонування інфінітива в різностильових текстах приділяється недостатньо уваги.