

свидетельствует о высокой степени развития ремесел, промыслов и иных видах хозяйственных занятий в регионе.

4. Четвертая группа топонимов семантически близка к предыдущей, так несет информацию о местах хозяйственной деятельности: *Буда* (4), *Гута* (3), *Поташина* (6), *Рудница* (3), *Рудня* (8).

5. Названия, отражающие национальный состав жителей, их социальный статус и т.д. Подобно ойконимам третьей группы, многие из этих топонимов имеют характерные грамматические и словообразовательные признаки: *Бояры* (10), *Видзы*, *Казаки* (3), *Казачки*, *Латыголь* (2), *Латыши* (5), *Латышки* (2), *Латышонки*, *Литовцы*, *Литовчики*, *Ляхи* (2), *Мазуры*, *Москалёнки* (2), *Москаленята*, *Полячки*, *Прусы*, *Русаки* (3), *Русины*, *Татары*, *Шведы* (2). Некоторые из суффиксальных образований этой группы могли возникнуть как на апеллятивной, так и на других стадиях: антропонимической или топонимической, например, *Казачки*, *Латышки*, *Латышонки*, *Москалёнки*, *Москаленята*.

6. Ойконимы, в которых отражены особенности земледелия и раздела земель: *Задь*, *Застёнки*, *Межа*, *Моргі* (3), *Надд́атки*, *Надд́ачи* (деревня с таким названием существовала до 1971 года), *Остров*, *Острова*, *Узлы*, *Уголок*, *Черты* и др.

7. Онимизированные названия типов поселений: *Городец* (5), *Городище*, *Городок*, *Двор*, *Деревня*, *Колония*, *Погост*, *Присёлок*, *Слобода*, *Село* и др.

Заключение. Ойконимы Витебщины, образованные путем онимизации апеллятивов, весьма разнообразны в семантическом отношении. Среди них можно выделить не менее семи основных групп, каждая из которых несет в себе уникальную лингвокультурную и историко-географическую информацию о регионе и его жителях. Отапеллятивные ойконимы отражают как особенности ландшафта, так и результаты человеческой деятельности.

1. Назвы населеных пунктаў Рэспублікі Беларусь: Віцебская вобласць: нарматыўны даведнік / [У. М. Генкін, І. Л. Капылюў, В. П. Лемцогова. – Мінск: Тэхналогія, 2009. – 668 с.
2. Жучкевич, В.А. Общая топонимика : учебное пособие / В.А. Жучкевич. – 3-е изд., перераб. – Минск: Выш. шк., 1980. – 288 с.

THE INFLUENCE OF SEVERAL LANGUAGES ON CHILDREN'S LEARNING ABILITY

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Language is the most fascinating humane creation. Before human beings could speak many years has passed, but now everyone uses this tool in communication and for other purposes. A language is learnt very fast, and all five-year-old children can communicate with others.

This topic is important because it may discover some tips on how our brain works, and how children are able to learn language so fast and whether it may help us in founding out the best and more natural way of learning foreign languages.

Our aim is to analyse how learning more than one language can influence the learning strategies with children of the young age.

Material and methods. The research is carried out with the material of studies of children's language acquisition and the research on how acquisition of several languages can influence children's learning abilities. We have used comparison, description and quantitative research methods.

Results and discussion. We have concluded that children employ initial hypotheses about certain aspects of language. These hypotheses are based on the knowledge they already have (size, shape of objects) and information about possible relations between objects (humans stand on two feet and perform variety of action; a table stands on four feet and cannot move on its own) [2].

Garnica compared these strategies to general operating principals that children seem to use in the language production and its comprehension. Slobin set the following types of principles: 1) pay attention to the ends of words; 2) pay attention to the order of words and morphemes; 3) avoid interruptions or rearrangement of linguistic units. These principals are useful once the child figured out that words have meaning, and that words can be combined in meaningful utterances [2].

When the child learns that words have meanings, next step is to learn these meanings. This task can be quite difficult because there are a lot of words to distinguish and because situations can leave the meaning of words uncertain. "For example, in one instance an adult may point to a stove and say

“Stove”; in another, the adult may do the same thing and say “Hot” [2]. In this case, a child should distinguish between an object and its quality, so this misleading is reasonable. Furthermore, the child should distinguish the object “stove” with other objects, like “clothes dryer”.

In the second year of life children develop their vocabulary very rapidly. And children’s capacity to infer the meaning of a word in an unspecified situation is beneficial.

Byers-Heinlein and Werker conducted a study on influence of the language experience on the development of disambiguation. They took a number of children who were monolingual, bilingual and trilingual. The age was between 18-17 months, half of children were female (some participants were excluded due to certain reasons). To check exposure to other languages than native English language the Language Exposure Questionnaire was used. The result showed, “bilinguals heard a mean of 48% English (range: 27 to 70%), and 52% of their other language (range: 29 to 73%). For trilingual infants, perfectly balanced exposure would result in hearing each language 33% of the time. ... On average, trilinguals heard English 37% of the time (range: 19 to 55%), and each of their two other languages 32% of the time (range: 19 to 55%)” [1].

To measure the children’s vocabulary, four pictures were used: a car, a ball, a shoe and an unfamiliar to the children phototube object called “nil”. As the test showed, children preferred looking at the known object to looking at the new one, which proved previous findings. Moreover, children preferred looking at the target object to hearing its label. There were not many differences in results among language exposure groups. Monolinguals showed a strong disambiguation effect and preferred look at the new object to hearing its label. Bilinguals showed a similar but marginal pattern. Trilinguals did not show increased attention in looking at the new object over hearing its label [1].

This research aimed at finding out whether language experience has an impact on development of word-learning heuristic. Existing research investigating theory of mind tasks development in monolinguals and bilinguals [1] showed that bilinguals outperform monolinguals in theory of mind tasks. According to this research, bilinguals should be superior to monolinguals in social understanding.

Conclusion. A child formulates rules and tries them on practice, until their forms become adults’ ones. And every child has the same stages before they start to use adults’ forms. “Every child tries the same rules in the same order” [3]. Moreover, learning more than one language benefit children in learning and understanding a language. The number of languages being learnt showed different result in disambiguation: the more languages being learnt, the less disambiguation children showed. Krista Byers-Heinlein and Janet F. Werker suggested that the structure rather than size of the vocabulary has an impact on the development of disambiguation.

1. Byers-Heinlein Krista and Werker Janet F. Monolingual, bilingual, trilingual: infants’ language experience influences the development of a word-learning heuristic. *Developmental Science* 12 (5) / Byers-Heinlein Krista and Werker Janet F. – Vancouver, 2009. – 815–823.
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АСОБА ГАЛОЎНАГА ГЕРОЯ

Ў ДЫЛОГІ Ф.А. АСЯНДОЎСКАГА “ТРЕБACZ CESARSKI” І “МОЦНИ ЛУДЗІЕ”

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Ураджэнец Віцебскай губерні (м. Люцын) Фердынанд Антоні Асяндоўскі (F.A. Ossendowski, 1878–1945) – вядомы літаратар, грамадскі дзеяч, вучоны-хімік, вандроўнік. Разнастайная ў жанравым аспекце спадчына Ф.А. Асяндоўскага створана на рускай і польскай мовах. Аб’ектам навуковага даследавання сталі раманы пісьменніка “Царскі трубач” (“Требacz cesarski”, 1931) і “Моцныя людзі” (“Мосни ludzie”, 1938), якія ўяўляюць сабой своеасаблівую гістарычную дылогію. Раман “Царскі трубач” адлюстроўвае падзеі Лістападаўскага паўстання на беларускіх землях, жыццё галоўнага героя пасля падаўлення паўстання і высылка ў глыб Сібіры – у цэнтры пісьменніцкай увагі ў рамане “Моцныя людзі”.