and it's not surprising that a lot of English words are used in Russian. Thanks to these words our vocabulary is refilled with new words. The main problem is that people often say loan words and they even don't know the meaning of the words. That's why it's necessary to know the meaning of the loan word before saying it. And that is what this research paper is denoted: to research Anglicisms in Russian and to define their meaning.

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SYMBOLISM IN THE SONNETS OF W. SHAKESPEARE

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April 23, 2019 was the 455th anniversary of the brilliant English writer, playwright, a man whose destiny was to become one of the most outstanding writers of all time. Shakespeare became the history of literature and mankind, there by "aggregate", which compares the development of European culture till this day.

The relevance of the topic of the article is due to the need to study symbolism in Shakespeare's sonnets, taking into account modern literary trends.

The purpose of the study: to reveal the themes of love, beauty and youth in Shakespeare's sonnets.

Material and methods. The material of the study were selected sonnets of W. Shakespeare. The methods: analytical method, the method of comparative analysis.

Findings and their discussion. Sonnet-lyrical genre of European literature, which exists for the seventh century. This genre occupies an important place in the literature of the Renaissance and in the works of W. Shakespeare. In total, he wrote 154 sonnets. While the sonnets of all the great poets were intended for their lovers and beautiful ladies, Shakespeare has only 25 sonnets out of 154 dedicated to a woman, and all the rest to his friend.

To create sonnets Shakespeare did not need original themes, the poet introduced readers to the usual lyrical subjects, but in a new poetic light.

Symbols take a special place in Shakespeare's creativity. A writer uses many kinds of symbols in his sonnets. Predominantly, these are symbols of trees

and flowers. Flowers and trees figure in all sonnets to demonstrate the passage of time, the transience of human's life, the process of aging, and their magnificence. As a rule, roses symbolize beautiful love, Shakespeare uses this symbol in the sonnets, analyzing their attractiveness and scent in relation to young people. From time to time Shakespeare cross-reference flowers and weeds with beauty and ugliness. In such comparisons, spoiled, putrid flowers are much worse than weeds, that is, beauty that rots from bad character is worse than original ugliness. Besotted with love, the author in another sonnet compares the blooming flowers to the beauty of a young girl, noting in sonnets 98 and 99 that the flowers obtained their bloom and smell from her: "to the early Violet I rebuked/the Wicked steals her sweet smell/From your mouth, and each petal/takes its velvet from you by stealth.» [1. p, 47].

Shakespeare also uses the stars in his sonnets to describe destiny, a common poetic figure of speech, but also to explore the nature of free will. Many sonneteers apply to the image of destiny, symbolized by the stars, to show and establish that their love is constant and ordained. Shakespeare argues that he relies on his eyes, not fate, to make decisions. The writer seems to "read" that the luck and beauty of a young man will pass to his children, if he has them. In Shakespeare's time, people tended to believe in astrology, even scientists made great results in astronomy and cosmology, the metaphysical system for ordering the whole Universe. In the 25th sonnet of Shakespeare, the author admits that he was unlucky in the stars, but lucky in love, thereby removing his happiness from the heavenly bodies and transferring it to the earthly sphere "Who under the star is born happy/Proud of fame, title and power/and I am humbly awarded by fate/and for me love is the source of happiness" [1. p, 16].

Weather and seasons also play a huge role in Shakespeare's sonnets. They replace human emotions: the author conveys his premonition of death, likening himself to autumn, the time when objects of nature begin to decompose and prepare for winter or death. In sonnet 98, the author says that he feels that it is winter instead of the april, because he and the beautiful girl are not together "there Was winter in me, and the glitter of spring / seemed to me the shadow of a sweet shadow" [1. C, 47]. One of the most famous, the 18th sonnet poet begins with the rhetorical question: "Should I compare thee to a summer's day?"[1, c. 12], then shows that his love is even more beautiful than this comparison. When Shakespeare says, "Thy eternal summer shall not fade away," he uses a metaphor that suggests that the beloved will always be young to him, that she has a radiance and vitality that will be eternal. The poet turns to death, believing that it will never claim his beloved, who will never die but will always live in his heart. Then the lyrical hero says that his poetic word will give the beloved "life", by "life" it is meant that the image of the beloved will remain immortal on the pages of books. Immortality for poet-category metaphysical, spiritual: "Among survivors you regulation until/Until breathes thumping and sees gaze" [1, p. 12].

The body is perishable, but memory, love and soul are eternal. The seasons that accompany the poetic image in the love sonnets of W. Shakespeare, mainly spring and summer. Spring is a virtuous youth, a time of waiting for happiness. Summer is traditionally a time in life when a person fully "blossoms", it is a time of love and joy.

Conclusion. The symbols allow to make sonnets more emotional, deep and sincere. They fill the works of W. Shakespeare with sincerity of feelings.

In science, it is proved that color is a kind of resource, acting on the human psyche for good or bad, regardless of its consciousness.

Shakespeare could perceive a large abundance of color shades, use them, making these color symbols with deep meaning.

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THE COMPONENTS ANALYSIS OF THE OF INDEPENDENT WORK AS A CONDITION OF SUCCESSFUL TEACHING A FOREIGN LANGUAGE

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The emergence of modern technologies for teaching foreign languages is due to the evolutionary process caused by the change of priorities from the assimilation of made up knowledge in the classroom to the independent active cognitive activity of every student, taking into account their characteristics and capabilities.

The aim of our research is to carry out methodical analysis of independent work components in the process of learning a foreign language and investigate requirements for successful work.

Material and methods. The research was held on the basis of Vitebsk gymnasiums № 1 and 2 (52 students). The research methods: literature review on the subject and its critical analysis (works of E.I. Passov, N.D. Galskova, N.I. Gez, E.I. Solovova, T. P. Leontyeva, et al.), the observation of the teaching process and scientific analysis of English training.

Findings and their discussion. Effective organization of students' independent educational and cognitive activity presupposes taking into account its social, metacognitive and cognitive components [1, p. 145–147].

The social component is focused on the development of students' self-educational capacity by means of their intensive involvement in group or pair work in the classroom or outside the classroom in order to master a foreign language. Students' active interaction allows to find out various educational and cognitive strategies, to compare the degree of impact in joint communicative