

Conclusion. A modern English fairy tale is a rapidly developing genre, which comprises established national specification, bright folklore representation and author's creativity. Dahl's narratives are updated traditional tales, by which the author reflects his point of view, the environment, characters, setting and transfer events of the tale into real life. He introduces a magical element which intermingles with the reality what makes the piece of work explicit and entertaining.

So tales in the UK has become one of the best means of helping children to build knowledge of the world. It shows the abundance and variety, good and bad, teaches first and important lessons of morality and the rules of the virtuous behaviour, and the structure of society.

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READING AS AN INDICATOR OF THE ENGLISH NATIONAL CHARACTER

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In Alan Bennett's novel "Uncommon Reader" (2007), the book acts as a magnifying glass through the prism of which the subtleties of an English character are reflected. Among the problems reflected in the book, the bias of incompletely educated courtiers and members of the English Parliament to the queen's sudden hobby for all-consuming reading is examined, which reveals the following problem – the violation of the class system in English society.

Based on this, it is relevant to consider the English national character in modern literature. It also seems important to display the Queen's perception of a progressive society, its place in Britain in the 21st century.

The purpose of the work – to trace changes in the national character and the hierarchy of cultural values of the British.

Material and methods. For analysis, the work of Alan Bennett, “Uncommon Reader” considered in the cultural-historical aspect, was selected using contextual and descriptive methods.

Findings and their discussion. Events in the work begin to unfold against the backdrop of the restless barking of the palace dogs on an unsightly wagon, which is a mobile library. The Queen of England was forced to climb into the van and apologize for the inconvenience. The Queen was interested in the cover of the novel, the unpopular writer Ivy Compton-Burnett. The queen never had much interest in reading, but in order not to seem uncivilized, she took a book for herself, because of which an all-consuming spark flashed in her soul to read one book after another. Her Majesty began to fade away in relation to her public duties and lose interest in meetings of national importance. At this time, her courtiers entered into a conspiracy to stop the royal craze, developing into a lifestyle. Reading took hold of the queen, leaving no time for government affairs. She plunged headlong, losing interest in her core business: the kingdom was ready to wait while Her Majesty criticized Jane Austen. For a queen, a day does not make sense if it is not filled with the rustle of pages turning over. But it is important not to forget that there will always be people who will have a great desire to reproach for such a super interest in reading.

On the one hand, it seems that reading is pure egoism. In the process of reading, we spend time only on ourselves. Of course, we improve and develop ourselves. But the queen has a feeling of guilt, bewilderment: “Why am I reading, why so much?” [1]. Gradually, the ruler began to forget about her main responsibilities. How to find time to read when you occupy such a high post? It is absolutely simple: forget about everything and immerse yourself in the literary “pool” with your head. “Reading is not a public duty, we read for pleasure” [1].

In addition to the obvious advantages, the author shows the negative aspects of the “book” addiction. Everyone around cannot stand the fact that the queen reads, even to the fact that the dogs mercilessly bite into a book that accidentally fell to the floor, supposedly jealous of the time taken by literature. The culmination of the author’s irony manifests itself in the fact that they even tried to confiscate and blow up the book since it looked like an explosive object: “A book is a device that can inflame the imagination” [1].

In our opinion, some people read and prefer light, non-compulsive reading. And some readers are very selective about the choice of books, which for them is the source of wisdom, development, and the search for answers to many questions.

Due to the not always considered choice, the queen can be attributed to the first type: the barking dogs near the palace forced the queen to turn her attention to a small mobile library, the author shows that this is her first acquaintance with

fiction. A courtier named Norman helped in the selection of the book; Her Majesty took it only because she was ashamed to refuse, ashamed to seem unreadable.

Does the courtier accidentally appear in the text, who takes on the responsibility of helping to choose fiction for the Queen herself? This acquaintance in the mobile library appears before us as a situation of absurdity. Indeed, from the modern structure of the class system, not every courtier has the right to speak with Her Majesty. But the author demonstrates to the reader the behaviour of the queen so that all the framework of the class system is erased, that in this situation, reading elevates high-ranking people spiritually, but at the same time brings them closer to the ordinary people.

The author's attempt to look at the queen's inner world also seems curious. The Queen, her position, experience, and position are unique about us, ordinary people. And this, fortunately, or maybe, and, unfortunately, draws a huge impenetrable wall between her inner world and her position. But in any case, she remains a human, occupying such, as it seems to us, an incredible, unattainable post. But at the same time, in the work, we look at the queen not as a high-ranking official, but as a person with interests, preferences, thoughts that are closely intertwined with the foundations of ordinary people. Reading her gives an indescribable joy, despite her special status. The queen has a sharp change in interests and position. In her head, as if everything was turning upside down, she found herself. And now she is worried about completely different problems, far from meetings and royal events.

At meetings, the queen first asks little of her subordinates their preferences in literature, the frequency of questions asked by her increases markedly, all state affairs stepped aside. From the text of the novel it follows that the queen addressed her literary questions very correctly, she absolutely does not despise people who don't read. The negative mood of people who are not interested in reading is too high, this is confirmed by the words of the Prime Minister: "What does the discussion of literature give people?" [1].

Probably Alan Bennett wanted to prove by this that the queen is an adornment of the political system of England, but does not occupy a leading and decisive post. The queen has a sharp change in interests, the author emphasizes the similarity with an ordinary person. Alan Bennett notes the character traits of the royal nature, often hidden from a large number of observers.

The Queen fully justifies the title of the work - "Uncommon Reader": she is a demanding reader, with her preferences and desires. According to the author, to maintain a conversation with Her Majesty, one must read the exact opposite of her tastes.

Conclusion. From the very beginning, the Queen appears to us as a reader undemanding, inexperienced, but eventually fell in love with reading, who began to understand literature, denying clichés. It is not related to debt and public service. Reading is a luxury. After all, the queen does not have to read? Here to attend conferences, races, meetings of national importance - no doubt.

The author emphasizes the evolution of reading tastes and changes in the social structure of Great Britain while defending the importance of cultural values in the modern world.

1. Bennett, Uncommon Reader / A. Bennett, 2008.

THE ROLE OF ON-LINE VOCABULARY BUILDING IN LANGUAGE ACQUISITION

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To acquire a good skill of communication in a foreign language it is necessary to be familiar with vocabulary, i.e. single words and their meanings, collocations, phrases and phrasal verbs. There exists a wide array of vocabulary teaching techniques that can be used in the classroom. However, self-study of foreign languages does not only exclude their use but also contributes to constant upgrading of on-line tools for vocabulary acquisition. Dozens of video courses deal with vocabulary building, which makes learners' choice more complicated and hampers the process of quick and efficient mastering the language.

The purpose of the present article is to compare most frequently used on-line vocabulary building courses in order to ascertain which are likely to be more helpful in vocabulary acquisition and outline some advantages of the given tools.

Material and methods. As the research material we used the analysis of online training programs. The methods of comparison, description, sorting and questioning were used.

Findings and their discussion. The results of the survey carried out among the students of our college turned out to be unexpectedly surprising. Only 12% use on-line vocabulary building tools while the others find them time-consuming, requiring enhanced attention and concentration. It proves the necessity to outline the advantages of on-line courses as their effectiveness is undeniable both in self-study and teaching English.

1. Teaching process is performed by native speakers. It enables learners to develop their listening comprehension skills and master correct authentic pronunciation of English sounds.

2. The stage of meaning interpretation includes several ways of facilitating word understanding used simultaneously: context, descriptions, gestures, synonyms and pictures (schemes). Thus, both visual and auditory learners can find on-line courses equally helpful for vocabulary building.

3. The target language is used and the learning is contextualised. Words are best remembered in their situational context [1, p.96]. Contextual elements help