

There was a large system of colours which were used as symbols to reveal the peculiarities of the main characters in the poems and novels, to show the traits of those characters and to give a hint about the way they may act; the Medieval literature had many symbols [2, p. 18].

Comparisons with animals and using them in heraldic were also used for the developing of the image of a knight or as symbols which described him.

So, we can highlight the following peculiarities of knight's armour in the English literature:

1) the names of swords, spears and armour were used to show the uniqueness of the knight;

2) the way of presenting a character's armour is more predominant than his image description;

3) the meaning of armour description is frequently ambiguous and has more than one explanation;

4) comparisons with animals and using them in heraldic;

5) colours were used as symbols to reveal the peculiarities of the main characters in the poems and novels.

Conclusion. The description of the knight's armour helps us to create a unique atmosphere of the medieval literature showing the story of the world literature. The medieval writers in their works used the symbols of the knight's armour because the main readers of that period were knights. They were able to understand the hidden meaning of those beautiful symbols (colours, for example) like no one else.

1. Greenblatt, S. The Norton Anthology of English Literature / S. Greenblatt. – New York: W.W. Norton and Co, 2006. – 161 p.

2. Gravett, C. Knight. Noble Warrior of England 1200–1600 / C. Gravett. – Oxford: Osprey Publishing, 2008 – 215 p.

LINGUISTIC AND REGIONAL STUDIES: FIRST STEPS

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At the present stage of development of our society, the importance of learning a foreign language is growing, the need for mastering a foreign language as a means of communication and social relations is becoming more acute. Since the 1990s, elements of Linguistic and regional studies, introduced into the course of teaching a foreign language in secondary school, have become increasingly important.

If earlier regional geographic information accompanied the basic course of a foreign language only as a commentary in the study of a particular material, now the linguistic and cultural aspect should become an integral part of foreign

language lessons. The need to teach not only the language countries, but also the culture of the country of the target language is increasingly felt. The use of the linguistic and cultural aspect contributes to the formation of motivation for learning, which is important in the conditions of school education, because foreign language communication itself is not supported by the language environment. The most important motivational incentive for learning a foreign language is the desire to expand your general horizons. Consequently, at school, the subject is a means of introducing students "to the spiritual culture of other nations" [1, p. 3].

In practical terms, the linguistic and cultural aspect is aimed at realising the ultimate goals of teaching a foreign language, namely, teaching communication.

It is impossible to prepare students for foreign language communication, to form communicative ability without instilling in them the norms of adequate speech behaviour and in isolation from knowledge by them.

The article seems to be actual because it deals with problem of teaching Linguistic and regional studies as this subject is rather new in school curriculum. The author lists goals and objectives of the discipline and gives examples of some specific Russian and English realities.

Material and methods. The material of the article is linguistic and cultural studies in English lessons and methods used are theoretical and empirical.

Findings and their discussion. Recently, in connection with the humanitarisation and democratization of education, much attention has been paid to finding the most effective methods and forms of work with students. The specificity of the subject "Foreign language" presupposes the mastery by students of communicative competence, i.e. the ability to communicate in a foreign language.

According to G. D. Tomakhin in his work "Linguistic and regional studies: what is it?", "acquaintance with the culture of the country of the target language has been one of the main tasks since antiquity" [2, p. 23]. According to the author, today the teaching of classical languages also cannot be conceived without cultural commentary.

For the first time the term "linguistic and regional studies" was used in the brochure of E. M. Vereshchagin and V. G. Kostomarov "The linguistic problem of regional studies in teaching Russian to foreigners" in 1971. The emergence of the term was associated with the publication of the book by E. M. Vereshchagin and V. G. Kostomarov "Language and Culture", which discussed the use of regional facts in the process of learning a language, and the object of this discipline was the methods of introducing students to a new culture. According to the authors, "this term should be understood as such an organization of language learning, thanks to which students get acquainted with the present and past of the people, with its national culture through the language and in the process of mastering it" [3, p. 7].

As V. A. Maslova writes in her work "Linguoculturology" the problem of correlation and interconnection of language, culture, ethnos is an interdisciplinary problem, the solution of which is possible only through the efforts of several sciences – from philosophy and sociology to ethnolinguistics and cultural linguistics. «Language is closely connected with culture: it grows into it, develops in it and expresses it» [4, p. 9].

Linguistic and regional studies is a new scientific direction that combines elements of linguistic knowledge with elements of regional studies, i.e. with the study of the realities of the target language country.

A wide cultural background contributes to both the development of linguistic skills and abilities (enrichment of vocabulary, the skill of translation activities, the ability to work with phraseological units), and acquaints the students with specific aspects of foreign language culture.

The subject of linguistic and regional studies is a linguistic material that reflects the culture of the country, the studied language, as well as non-equivalent background vocabulary, non-verbal sign languages, facial expressions and everyday behaviour.

A special place is occupied by non-equivalent vocabulary. It exists because it denotes national realities. Knowledge of these realities is important when studying the culture and language of a country. A constant sign that a word belongs to linguistic and cultural material is the presence of a national and cultural component in them that is absent in other languages.

Realities are names inherent only in certain nations and peoples of objects of material culture, historical facts, the names of national heroes, mythological creatures. The closeness between language and culture is most clearly manifested in realities: the emergence of new realities in the material and spiritual life of society leads to the emergence of realities in the language. A distinctive feature of reality from other words of the language is the nature of its objective content, i.e. close connection of the designated realities of the subject, phenomenon with the national, on the one hand, and the historical period of time, on the other. It can be concluded that national and historical colour is inherent in the realities. And as a linguistic phenomenon is most closely related to the culture of the country of the target language.

When studying a foreign language, we come across such concepts as toponyms (geographical names) and anthroponyms (personal names of people), which are objects of linguistic and regional studies.

a) the name of the objects of physical geography: **Snowdor** – a mountain in Wales. **Thames, the** – Britain's best-known and longest river, on which London stands;

b) country names: **Scotland** – a country in the United Kingdom, north of England;

c) the name of streets and squares: **Wall Street** – a street in New York.

Toponyms reflect the history of settlement and development of territories. Therefore, it is this part of the vocabulary that has long attracted the attention of not only philologists, but also historians, ethnographers, etc. Geographical names may be known outside the country, have established correspondences in the languages of the whole world, however, associations attached with these objects are part of the national culture and may not be known outside of this culture.

Anthroponyms are also the object of linguistic and cultural studies. These are, first of all, the names of historical figures, statesmen and public figures: **Alexander Boris de Pfeffel Johnson** (born 19 June 1964) – the Prime Minister of the UK.

Conclusion. The organization of the study of a foreign language in close connection with the national culture of the people who speak this language, the linguistic and cultural "colouring" of teaching in general, teaching materials, in particular, helps to strengthen the communicative and cognitive motivation of students, expand the general cultural horizons, allows you to appeal to the intellect and emotional sphere of students.

Linguistic and regional studies, considered from the point of view of linguistics, is designed to ensure the formation of stable linguistic foundations of intercultural communication, based on the comparison of languages and cultures.

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4. Maslova, V. Linguoculturologiya / V. Maslova. – M., Academiya, 2001. – 202 s.

THE MOTIVES OF THE PROPHECY IN E.M. FORSTER'S SHORT STORY "THE MACHINE STOPS" AND THEIR INCARNATION IN THE XXIth CENTURY

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There is a tendency that fantastic narratives describe the author's vision of the future. Dystopian literature is a form of fiction that emerged as a response to utopian literature. Any dystopia is an imaginary state or society that deprives the representatives of this order of humanity. It represents societies in catastrophic decline, with characters struggling with environmental destruction, technological control, and government oppression. The imaginary world can become a way of educating and warning humanity about the dangers of modern