

4. ЯЗЫК И ЛИТЕРАТУРА

КАК ГЛАВНЫЕ ДУХОВНЫЕ ЦЕННОСТИ: СОЦИОКУЛЬТУРНЫЙ, ЛИНГВОКУЛЬТУРОЛОГИЧЕСКИЙ, КОГНИТИВНЫЙ И ОБРАЗОВАТЕЛЬНЫЙ АСПЕКТЫ

COMPARATIVE ANALYSIS OF THE CLASSIFICATION OF PHRASEOLOGICAL UNITS BY V.V. VINOGRADOV AND THE CLASSIFICATION OF ENGLISH IDIOMS BY L.P. SMITH

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In recent years have been noticed the growth in the realm of international communication and the rise of attention to the Russian and English languages. Studying foreign languages is impossible without knowing cultural peculiarities represented by phraseological units, so appears the necessity in a convenient classification that will give basic knowledge.

The article is devoted to the study, analyses and assessment of two classifications of phraseological units in Russian and English languages.

Material and methods. The research is based on the materials of the linguists Vinogradov Victor Vladimirovich and Smith Logan Pearsall. The methods of scientific research are: analysis of scientific literature, analysis and synthesis, classification.

Findings and their discussion. Both Russian and English phraseology are very rich and diverse that is why at a certain point appeared the necessity to classify it. Vinogradov's and Smith's classifications of idioms stand out among numerous classifications by linguists all over the world.

The first classification system was proposed by Academician Vinogradov and by some modern linguists it is considered to be outdated. His classification is based on the semantic principle. Here phraseological units are classified according to the degree of motivation of their meaning. He pointed out three groups:

1. Phraseological fusions. The group consists of non-motivated word combinations, i.e. the meaning of the whole phrase cannot be guessed from the meaning of its components: *держат в ежовых рукавицах, ни в зуб толкнуть, у черта на куличках.*

2. Phraseological unities. Here the meaning of the whole is never equal to the sum of the meanings of the elements. This is a qualitatively new meaning that has arisen as a result of a kind of chemical combination of words. The metaphores on which they are based are transparent: *взять свое, бить ключом, втирать очки.*

3. Phraseological combinations. One of their components is used in its direct meaning while the other is used metaphorically. Phraseological combinations may be said to be clearly motivated: *одержать победу, принять решение, вести переговоры.*

L. P. Smith in his turn does not take into consideration the linguistic characteristic features of the phraseological units. He believes that classification according to grammatical features of word combinations is too difficult and inconvenient. It also makes some phraseological units disappear from general use because they don't comply with modern grammatical standards.

The classification by L. P. Smith is based on a thematic principle:

a) Sea life: *like a fish out of water, to drink like a fish.*

b) Colours: *to be green, black and white.*

- c) Time: *to have a rough time, a question of time.*
- d) Weather: *in all weathers, to feel under the weather.*
- e) Months, days of the week, periods of the day: *weeks running, black day.*
- f) Life of trees, plants, animals: *to let the cat out of the bag, to know a tree by its fruit.*
- g) Life and Death: *like an angel, to bite the dust.*
- h) Birds and Insects: *like a bird in a cage, as busy as a bee.*
- i) Body and Mind: *to bear in mind, to fight tooth and nail.*
- j) Relations: *marriage lines, to leave someone at the altar.*
- k) Town and House: *kitchen talk, to have a roof over one's head.*
- l) Furniture and Clothes: *table talk, cut from the same cloth.*
- m) Food: *a piece of cake, cream on the crop.*
- n) War and Peace: *to win a battle, act of war.*
- o) Weapon and Arms: *to bring a knife to a gunfight, to cross swords.*
- p) Numbers: *in round numbers, to have one too many.*
- q) School and Education: *a school of thought, a teacher's pet.*
- r) Work and Occupations: *the oldest profession, a life's work.*
- s) Money and Valuables: *to have money to burn, a money bag.*
- t) Games and Sports: *ahead of the game, to drop the ball.*
- u) Music and Theatre: *behind the scene, to blow one's own trumpet.*

Most of the examples determine the character of a person.

L. P. Smith also made a special study of idioms borrowed from other languages, but that is only a relatively small part of his classification system.

Conclusion. Two absolutely different approaches to classification of phraseological units give absolutely different information. Both classifications can be used in practice but Vinogradov's classification doesn't suit schoolchildren and those who begin to study English because of its complicity while Smith's classification is convenient for beginners and for those who make scientific studies in specific realms of phraseology.

1. Smith L.P. Words and idioms: studies in the English language / L.P. Smith – London: Constable, 1928. – 304 с.
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THE IMPORTANCE OF AUTHENTIC TEXTS IN DEVELOPING LINGUISTIC AND SOCIO-CULTURAL COMPETENCE IN LAW STUDENTS IN THE DISCIPLINE “FOREIGN LANGUAGE 1”

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Today, the need to equip students with new capabilities necessitates a rise in the quality of education provided to them. More innovative, varied, and successful teaching-learning tactics must be employed in and out of the classroom to address this requirement. Creating an authentic learning environment and using real materials in class is one strategy to improve knowledge. The more a lesson is linked to the real world in which students live the more authentic it becomes. As a result, it is critical that genuine learning settings be arranged in pre-service teacher training and that potential teachers be taught in authentic contexts that have a relationship to the real world and in which they have the opportunity to practice the use of authentic resources.