

to the beginning of the year and named it January after Janus, the God of beginnings and endings. In 1582, Pope Gregory adjusted the calendar, so most western nations began celebrating the start of the year on January 1. This new calendar became known as the “Gregorian calendar.”

There is a tradition to say “ Rabbit, Rabbit” for the luck of the English. People say "Rabbit!" on the first day of each month early in the morning. According to the Wikipedia, the origin of this custom is unknown but it dates back to perhaps the 15th century, maybe even the 13th — good heavens! And it came from England "Rabbit, rabbit, rabbit" is a superstition found in Britain and North America, a person says or repeats the words "rabbit", "rabbits" and/or "white rabbits" aloud upon waking on the first day of a month, to ensure good luck for the rest of it.

## **ARABISMS IN RUSSIAN LITERARY LANGUAGE**

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**Introduction.** Arabism – a word or expression drawn from the Arabic language, or a turn of speech, built on the model characteristic of the Arabic language. The vocabulary of Arabic origin occupies a significant place in the lexical system of the Russian literary language. In modern Russian, there are more than 450 words which were drawn from Arabic. All of them needed for detailed qualification and analysis in the semantic, etymological and functional aspects, and being an integral part of the lexical system of the Russian language, require close attention of researchers.

**Aim.** The purpose of this study is to determine the characteristics of Arabisms functioning in Russian literary language.

**Materials and methods.** The material of the study were some the vocabulary units of different spheres of use, borrowed by Russian language directly and indirectly from the Arabic language. Research methods are description, comparison, analysis.

**Results and discussion.** A millennium ago, the Middle East was one of the key centers for the development of world civilization. The outstanding discoveries of Arab scientists in mathematics, physics, medicine, astronomy and other basic sciences became the basis for the terms and concepts generally accepted today on the entire planet. They had no alternative entered their time in world practice and gradually took their place in all languages, including Russian. A similar trend applies to the concepts of everyday and cultural life, which came from the Middle East. Arabic borrowing, as a rule, penetrated into the Russian language through other languages, which were: Turkish, Spanish, French, German, Polish.

**Conclusion** Most Arabic words entered the Russian language in connection with the study of astronomy, medicine and mathematics. In addition, a significant layer of a drawn vocabulary is a lexical-semantic group of religious content. Arabic prototypes underwent integrated development in the Russian language. The results of borrowing assimilation are the result of the convergent and divergent properties of two different types of language systems.

## **TOPICAL ISSUES OF LEARNING THE ENGLISH LANGUAGE IN ENGLISH LANGUAGE ENVIRONMENT**

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**Introduction.** Nowadays, the importance of learning English is more relevant than ever and this relates to pharmaceutical sphere as well. There are many opportunities to learn English – at schools, universities, courses, with tutors, online, but the best way to learn English is considered to plunge into the

English-speaking environment. At the moment, young people go abroad to travel, study and work. Cultural and educational student exchange programs are becoming increasingly popular and they make it possible to live and study or work in English-speaking countries, such as the United States, the United Kingdom, and Canada during some period of time. Personal experience in participation in such programs led me to desire to study the influence of English-speaking surrounding on improving the language of participants.

**Aim.** To analyze information about the results of improving the level of English after being in English speaking environment.

**Materials and methods.** Preparation of the questionnaire, conducting a survey, analysis, statistical processing of the results. Respondents, aged from 15 to 25 years old, who had a different initial level of English and participated in various programs or study abroad, participated in the questioning.

**Results and discussion.** As a result of the survey, it was revealed that program participants encountered various language difficulties on arrival. The most common problems were the difficulties in understanding conversational speech and the fear of making a mistake. The respondents spent a different period of time from 2 weeks to several years, most of them were in an English-speaking country for 3-4 months. All respondents (100%) noted improvements in the language, such as: improvement of speaking and listening comprehension, acceleration in formulation of thoughts in English, disappearance of a fear to make a mistake in speech, enrichment of vocabulary. However, 80% of the respondents noticed that aside from positive aspects, there are also drawbacks, for example: in colloquial speech many rules of grammar are neglected, which leads to the gradual forgetting of important grammatical aspects and the speech becomes not entirely literate.

This is also noteworthy that, in addition to practice of the language, a lot of other advantages of such programs were mentioned. Firstly, 100% of respondents noted that they became more outgoing and open-minded, received knowledge about different cultures, shared their own with other people and made friends all over the world. Secondly, all participants of the survey said that they matured, became more responsible and independent from parents.

**Conclusion.** According to analysis of received data, learning the language in an English-speaking environment is the best way to improve speaking and listening comprehension but it can not improve grammar without taking lessons or learning it on your own. That is why if the main aim of a person is to study the language, it is advisable to participate in exchange programs, except educational, if he/she has sufficient level of English, at least intermediate and has knowledge in grammar. Otherwise, a person will never learn literate language in an environment without basic knowledge of tenses and sentence formation.

## PHRASAL VERBS IN ENGLISH

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**Introduction.** Just to start, we have to say what phrasal verbs are. According to the Wikipedia: «A phrasal verb is a verb that is made up of a main verb together with an adverb or a preposition, or both. Typically, their meaning is not obvious from the meanings of the individual words themselves. There are thousands of phrasal verbs, occurring frequently in English language. It is estimated that there are at least twenty-five thousand phrasal verbs in the English language».

**Aim.** To provide the review of the educational materials in order to analyze the most common phrasal verbs in English.

**Materials and methods.** The analysis of educational materials and modern phraseological dictionaries in the target field.