

ASSOCIATIVE ENGLISH LEARNING

Koval J. S.

Scientific supervisor: lecturer Latunova N.V.
National University of Pharmacy, Kharkiv, Ukraine
julietta.western@gmail.com

Introduction. Nowadays, English is in-demand language for several reasons. Firstly, fluent English is one of the main requirements for the best job vacancy, so people eager to learn it in different ways to get the best position. Secondly, knowledge of English is an indicator of your qualification; it determines your status in life. Thirdly, now it is fashionable to know this one.

There are plenty of methods and ways of learning English, but not all of them are suitable for our generation, which lives in the era of technologies, media and lack of time. The new trend of English learning is the method of associations, which can help us to overcome the language barrier and to perceive English as our native one.

The method of associations is subdivided to creating phonetic associations, lexical associations and autobiographical associations. All these ones` common feature is generation associations, but in different way: searching for similarly pronounced words in native language, finding an association in terms of the lexical meaning of the word or remembering the life situation, which can be associated with this word.

Aim. To show how a person can rationally use his brain and unlimited amount of human memory to learn the demanded language by the method of associations; to simplify and speed up the process of learning English for all people.

Materials and methods. Reading, analyzing, selecting, translating and proceeding information.

Results and discussion. According to the results of analysis, associative method has plenty of advantages.

At first, it is useful for all ages. Nowadays, it is important, because parents try to release the child into the world of English as early as possible to facilitate his life in the future.

Secondly, this method is suitable for any level of language knowledge.

Also, it is simple, because creation of associations doesn`t take a lot of time and it is cognitive and interesting.

Moreover, this method can be used in everyday life, as person doesn`t need any special tools to practice it.

Conclusion. In conclusion, the method of associative English learning should take a worthy place among other scientific methods, because it gives a significant progress in vocabulary expansion, what is one of the main aspects for succeeding in mastering the language.

CULTURAL AND NATIONAL SYMBOLS AT RUSSIAN AND BELARUSIAN PHRASEOLOGICAL UNITS

Kupriyanenko A.

Scientific supervisor: senior lecturer Tsyganenko V. V.
National University of Pharmacy, Kharkiv, Ukraine
blkup@mail.ru

Introduction. Comparing your language and a stranger, you can better understand and understand these two languages.

The **aim** of research is the analysis of cultural-national symbols of phraseological units of Russian and Belarusian languages. In the formation of phraseology, a reinterpretation of a fragment of reality (an object, an event, an action, etc.) occurs, and then not the reality itself becomes a symbol, and the name, for example, not real dirt is a symbol in the idiom "*бросать грязью*," and the name: this is moral impurity.

Using **the method** of comparative analysis, we have identified some cultural and national symbols presented in Russian and Belarusian idiom with the meaning of behavior. So, for example, in the phraseological unit "*зреться у чужого огня*", "*лапки пагрэць*" fire appears as a symbol of the source of life (material wealth). The phraseological unit «*пустить красного петуха*», «*пустиць агню у хату*» the

fire is perceived as a destructive force, the same lexeme in the phraseological unit can have an antonymous meaning.

Results and discussion. Of particular interest is the analysis of the phraseological units with the component «земля». In the idioms «стереть с лица земли», «сквозь землю провалиться», «сровнять с землёй», «з зямлёю змяшаць», «з зямлёю знодаць», «з сырой зямлёю шлюб узяць» land is a symbol of death, in the idioms «на чорную зямлю скапытаваць», «у чорную зямлю улажыць» the motif of death is strengthened by the negative black symbolism, generally recognized for the Slavs. The other side of this mythologeme is the earth - the mother-breadwinner: «земля обетованная», «сидеть на земле», «рай земной». The sacred attitude to the land as a wet nurse was reflected in the custom of the Belarusians to swear to the ground in the mouth or in their hands: «зямлю грызці», «нюхаць зямлю».

A certain symbolism is possessed by the group of phraseological units which empower plants with magic power. Birch, oak, apple, cherry symbolize a bright beginning; viburnum, aspen, mountain ash - symbols of suffering, everything bad in man. So, in phraseological unit «дать березовой каши» the trace of the ancient custom exists, there is a spring ceremonial porridge with birch buds, which possessed healing power, like the birch itself, whose image is endowed with a positive connotation. The phraseological units «дрожать как осина», «трястись как осиновый лист» are based not only on the external similarity of tree and person in a certain situation, aspen is a symbol of misfortune. This tree, from the viewpoint of the Slavs, has an extraordinary destructive power, because an aspen stake can physically destroy a witch or a vampire. A whole series of plants in the minds of Belarusians and Russians acquires significance with a negative connotation: «рэдзьку сеяць» (quarrel), «мак зялёны трэсі», «бобы разводіць» (chatting in vain), «горькую редьку грызть» (live in hard conditions), «прыбраўся, хоць у каноплі стаў» (dressed like a scarecrow), «даць гарбуза» (to refuse matchmakers).

Conclusions. The Belarusian language is often used in oral speech practice. In the situation of bilingualism, they are perceived as part of the general linguistic environment, which allows the most organic, relying on the existing social experience, to apply them to their destination, enrich and revitalize communication. Thus, the results of the analysis demonstrate the insignificance of the essential differences in the symbolism of the FE of the carriers of the Russian and Belarusian languages, which is not surprising, since the symbols used in the Slavic cultures show striking similarity and trace back to the basic human feelings and emotions.

THE ROLE OF MOTIVATION INTERNATIONAL STUDENTS LEARNING RUSSIAN

Mohsin Mezouri

Scientific supervisor: assoc. prof. Subota L. A.

National University of Pharmacy, Kharkiv, Ukraine

lorasub@hotmail.com

Introduction. In the system of higher education, the success and effectiveness of the educational activity of foreign students depends on the development and strengthening of the role of this socio-psychological factor as a motive for learning. The most urgent problems of modern higher education include the construction of the learning process based on the formation of the motivational sphere of foreign students.

Aim. Among the main psychological factors that successfully influence the educational process, many modern authors emphasize the motivation for learning. The purpose of our study is to substantiate the psychological and pedagogical essence of the motivation factor that determines the success of training foreign students in a non-linguistic institution.

Materials and methods. Difference scientific works on topical issues of the current state of research in the psychology of educational activity have formed the methodological basis of our study in studying the educational motivation of foreign students in a non-linguistic university. In the developed model of development of educational and professional motivation of students the main attention is paid to positive and negative motivation. The motivation of learning, should be based on creating conditions in which the result of learning is directly related to success in the labor market and is determined by properly