

are compound verb, verb-adverb combination, verb-particle construction, two-part word/verb or three-part word/verb (depending on the number of particles) and multi-word verb.

## PARONIMY IN RUSSIAN SCIENTIFIC TERMINOLOGY

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**Introduction.** The terminological dictionary of a scientific language in the process of learning Russian by foreigners serves as a method of forming subject (professional) competence. Along with synonyms, antonyms and homonyms, paronyms are one of the phenomena of the language lexical system, at the same time occupying a special place in it. One of the actual problems of teaching successful scientific communication is taking into account the phenomenon of terminological paronymy in classes of Russian.

**The aim** of the study is to analyze the phenomenon of paronymy in Russian medical and pharmaceutical texts. Partial sound or structural similarity of paronyms often leads to errors. Problems arising from the use of word-paronyms in a scientific style of speech are related to the fact that these words in a regular dictionary do not have a fixed interpretation, but have some similarities due to which the speaker or the writer use them as variants or use them as synonyms. The problem of paronymy in scientific texts approaches the problem of terminological variability, since a certain part of the paronyms goes back to word-formation variants. Paronyms are divided into root, affixal and etymological. We found that adjectives occupy a significant place among paronyms. For scientific speech the use of relative adjectives (chiefly in the composition of terms) is especially distinctive. At the second place are nouns. In the third place in number in our material are verbs-paronyms. And in the fourth place are adverbs. Some examples of paronyms from Russian scientific terminology: *адаптивный – адаптационный, экстрактивный – экстракционный, адсорбция – абсорбция, активация – активизация, гиперемия – гиперергия, кодеин – кофеин, патогенез – патокинез.*

**Materials and methods.** The method of scientific description was used as the lead in the work, including methods of direct observation, continuous sampling, system analysis and synthesis, classification and systematization.

**Conclusions.** Lexical work with paronyms is aimed at increasing the effectiveness of studying foreign students of educational material, increasing the efficiency of its assimilation, developing the ability to independently, systematically and methodically correctly expand the knowledge gained, to form the need for reading special literature, specialized terminological dictionaries. The correct use of paronyms is facilitated by the choice of an adequate way of vocabulary semantization.

## RUSSIAN AND PERSIAN PROVERBS AND IDIOMS ABOUT EDUCATION

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**Introduction.** In both Persian and Russian, images idioms are aimed at describing a person, his character, behavior, his activity, state, relations between people and so on. Among the topics occupy an important place diligence and the need to learn. In this work, we will compare proverbs and sayings about studies, regarding them as communicative phraseological units.

**Aim.** The purpose of this work is to study the concept of learning in the Russian and Persian languages to determine semantic similarity.

**Materials and methods.** As a method of research was used the method of comparative analysis. Proverbs and idioms make speech more vivid and imaginative. Both Russian and Persian idioms about studying can be divided into several groups:

About Studying:

Мудрость в голове, а не в бороде	Знаток знает и спрашивает, а невежда не знает и молчит
Age is not guarantee of wisdom	Expert knows and asks, and ignorant does not know and is silent
بزرگی به عقل است ، نه به سن و سال	دانا هم داند و هم پرسد نادان نداند و نپرسد

About the benefits of Studying:

Великими не рождаются, ними становятся
The great people are not born , they are made
بزرگان زاده نمیشوند، بلکه ساخته میشوند

About the difficulty of About Studying:

Без труда не вытащишь и рыбку из пруда	Волков бояться – в лес не ходить
No pain , no gain	The best fish swim near the bottom
نابرده رنج گنج میسر نمیشود .	هر که طاووس خواهد جور هندوستان کشد

**Conclusions.** Based on the observations made, we can conclude that idioms of the concept of study, both in Persian and Russian, can be fully equivalent (complete copy of each other in the image and have same external shape).

## ARTISTIC METAPHOR (ON THE MATERIAL OF ANTONYNA TYMCHENKO'S POETRY)

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**Introduction.** The individual styles of contemporary poets often remain beyond the researchers' attention, but it is them where the literary process of present time is fixed, the extraordinary language images are created, interesting authorial metaphors are born. This is what predetermines the actuality of our research.

**Aim.** The object of our research is the individual style of the modern Kharkiv poetess Antonina Tymchenko. The subject is one of individual style dominants, the authorial metaphor. The collected editions «The little fiddler» and «The hot threads» have become the actual material. To realize our idea we had to solve such questions: to investigate the authorial texts for the selection of individual style dominant (metaphor); taking the advantage of component analysis method to describe the typical charts of authorial metaphors formation. The metaphors as the constituent of authorial individual style of Kharkiv poetess Antonina Tymchenko is investigated for the first time.

**Materials of and methods.** The semantic-component analysis and comparative methods are used in the research.

**Results of and discussion.** As a result of the study we have come to the conclusions:

A metaphor is the universal means of cognition of the world and expression of authorial perception of the world.

An artistic metaphor is the polyfunctional phenomenon, aimed at esthetical organizing the text; giving of the emotional colouring to the work; to excite, to enrich the imagination, to expose the new internals of the phenomena described by an author through comparing the real with unreal.

A typical model of formation the metaphor is applying the modified verb. Thus to the lexical component of metaphor (usually noun) a new seme is inoculated. Also the connotative semes can be actualized, taking the place of the denotation. The binar «Verb + noun in an indirect case» is often used.