

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.