

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.

Results and discussion. There are thousands of phrasal verbs in English and they are essential to get the message across. Phrasal verbs are phrases that indicate actions. They are generally used in spoken English and informal texts. Examples of such verbs include: turn down, come across and run into.

Concerning the fact that phrasal verbs are often used in English, they are of great importance. Therefore, we have chosen top twenty the most common English phrasal verbs.

1. To cut down – To make something fall to the ground.
«We had to cut the old tree in our yard down after the storm».
2. To catch up – To get to the same point as somebody else.
«You'll have to run faster than that if you want to catch up with Marty».
3. To drop back – To move back in a position/group.
«Andrea dropped back to third place when she fell off her bike».
4. To fall down – To fall to the ground.
«The picture that you hung up last night fell down this morning».
5. To get away with something – To do without being noticed or punished. «Jason always gets away with cheating in his maths tests».
6. To hand something down – To give something used to somebody else.
«I handed my old comic books down to my little cousin».
7. To let somebody down – To fail to support or help, disappoint.
«I need you to be on time. Don't let me down this time».
8. To pass something out – To give the same thing to many people.
«The professor passed the textbooks out before class».
9. To run away – To leave unexpectedly, escape.
«The child ran away from home and has been missing for three days».
10. To call on – Ask for help.
«The President called on the wealthy countries for financial aid after the floods destroyed much of the country's agriculture».
11. To fit up – Frame someone- make them look guilty of something they haven't done.
«The police fitted him up for dealing drugs».
12. To warm up – To prepare body for exercise.
«I always warm up by doing sit-ups before I go for a run».
13. To tear something up – To rip into pieces.
«I tore up my boyfriend's letters and gave them back to him».
14. Stick to something – To continue doing something, limit yourself to one particular thing.
«You will lose weight if you stick to the diet».
15. To run over – To drive a vehicle over a person or thing.
«I accidentally ran over your bicycle in the driveway».
16. To put down – To put what you are holding on a surface or floor.
«You can put the groceries down on the kitchen counter».
17. To mix up – To confuse two or more things.
«I mixed up the twins' names again!».
18. To keep up – To continue at the same rate.
«If you keep those results up you will get into a great college».
19. To hold back – To hide an emotion.
«Jamie held back his tears at his grandfather's funeral».
20. To grow apart – To stop being friends over time.
«My best friend and I grew apart after she changed schools».

Conclusions. In English, a phrasal verb is a phrase such as turn down or ran into which combines two or three words from different grammatical categories: a verb and a particle and/or a preposition together form a single semantic unit. This semantic unit cannot be understood based upon the meanings of the individual parts, but must be taken as a whole. In other words, the meaning is non-compositional and thus unpredictable. Phrasal verbs that include a preposition are known as prepositional verbs and phrasal verbs that include a particle are also known as particle verbs. Additional alternative terms for phrasal verb

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.