

The aim of our work is the selection, study and systematization of French borrowings in Russian. And also we want to trace the transformation of the meanings of some words.

Materials and methods. The material of the work was the material of modern Russian and etymological dictionaries. We used hypothetical-deductive and descriptive methods.

Results and discussion. The Russian language has five categories that can be characterized by a noun: gender (masculine, feminine and neuter), number (in plural and special forms), animation, dividing and cases. As a contrast: in the French language there are only two obligatory categories: gender and number. Because of these differences, French nouns did not mix completely in the Russian system, or retained their original forms. Gender played a big role, as there are three genders in Russian (masculine, feminine and neuter) and only two in French (masculine and feminine). Another obstacle for integration were cases. While French nouns are not inflected for case, Russian nouns have to be marked with one of the following six cases: nominative, genitive, dative, accusative, instrumental and prepositional. Due to these grammatical differences between Russian and French, the introduction of French loanwords resulted in a completely new category of Russian nouns: invariable or uninflected nouns.

Here are some examples of French borrowings in Russian: *бордюр, саие, водевиль, метро, кашпо, варьете, абордаж, сюжет, оранжерея, композиция, бригантина, патруль, бульон, роман.*

We were able to trace that when we were translating from French into Russian through spelling, phonetic and morphological changes. Some similarities in both languages, such as the existence of masculine both feminine and singular and plural forms made the transition from French to Russian is smooth. However no articles in Russian and nouns have a suffix. Also for sure borrowing, adaptation to the Russian system meant the acquisition of a new gender (neuter). Loanwords that got neuter gender in Russian are non-rejected (unchanging or unchanging nouns) and differ from neutral generic nouns of Russian origin.

Conclusions. Thanks to the study of French borrowings in Russian, we were able to reflect on the Russian language itself and some grammatical rules that are not indigenous to Russian and were created due to French borrowings. This area has demonstrated unlimited possibilities for further research from a linguistic point of view, as well as from a cultural point of view, since language can form a way of life and a habit.

THE STUDY OF RUSSIAN FIGURATIVE PHRASEOLOGICAL UNITS IN A FOREIGN AUDIENCE

Sghir Boushra

Scientific supervisor: sen. lect. Ostapenko S.P.

National University of Pharmacy, Kharkiv, Ukraine

Samia04.11@gmail.com

Introduction. The practice of teaching Russian as a foreign language shows that foreign students studying the Russian language are not always able to identify and use phraseological units correctly. It must be emphasized that phraseological units sometimes coincide in their external sound form with free phrases, for example, soaping your head, beating with a key, taking it into your own hands, etc. However, in phraseological turns, in comparison with free phrases, the connection between the sound and lexical forms is significantly weakened. The whole phraseological combination in our minds is directed to one concept, so the speaker almost does not pay attention to inflections, prepositions or conjunctions within the phraseological unit. All the attention in the perception of the phraseological unit is focused on its generalized and figurative meaning, its image.

Aim. The purpose of the article is to consider the translation features of the figurative phraseological units from Russian into French and from French into Russian.

Speaking about the figurative phraseological units, it should be noted that their translation looks like especially difficult. The difficulty lies in the fact that the figurative phraseological units contain a lot of information: the internal form image of the phraseological unit as the source of the semantic motivation of meaning, the “causative agent” of the estimated and emotional characteristics of the phraseological meaning, traces of the culture of the past, information about the history of the people hidden in the image of the phraseological unit. The manifestations of a special national mentality, the reflection of morals, customs, features of the peoples’ worldview etc. are “visible” in the figurative basis of the phraseological units. To convey all this totality of information about the figurative Russian phraseological units by means of another language (in our case, French) seems to be very difficult, but fundamentally possible. There are no untranslatable phraseological units. The whole question is what correlative means to translate in order to achieve semantic adequacy, which interlanguage phraseological equivalents to use, and how to build a descriptive translation in the absence of the phraseological equivalents.

Materials and methods. Our article raises the question of explanatory translation of the Russian figurative phraseological units, or the translation-explanation. In this case, not only the meaning of the phraseological units is the subject to translate, but all the knowledge associated with the translated phraseological unit. Some knowledge (for example, appraisal, emotiveness) can be conveyed by an appropriate selection of semantically correlative phraseological units of the French language, but the other knowledge (etymological meaning, cultural content, etc.) must obviously be stated additionally (added to the interpretation, discovered specifically an additional vocabulary entry component for this purpose, etc.). Thus, in our article we reveal the features of translation-explanation, the translation of not only the modern meaning of the phraseological unit, but also all the information related to its meaning.

Results and discussion. We will not argue that all phraseological units are figurative, but the vast majority of the phraseological units of the Russian and French languages are figurative, that is they contain a sensually visual representation of a reality situation.

The basis of the phrase formation act has already been laid, the imagery has been programmed. In many phraseological units it is clearly “visible” in the modern language (see Russians lick the heels, poke / stick your nose, sit between two chairs, etc., French tomber sur le dos et se casser le nez (lit. “fall on your back and smash nose”) – “to be extremely unlucky, unlucky”, une main de fer dans un gant de velor (lit. “iron hand in velvet gloves”), etc.

The figurative basis of the other phraseological units has been forgotten in the modern language, but it is being restored etymologically. So, phraseological unit give a swing- ‘make a mistake, a mistake in any business’ – also contains an image. Here the swing is one turn of the mill wheel. To interpret the image of the phraseological unit, you need to know the mill business. Literally, to give a swing means ‘manually rotate the windmill from one wing to another’, that corresponds to one full turn of the mill wheel (although it is not always possible to set up and start the mill mechanism at a turn). This image clearly motivates the meaning of the phraseological unit ‘to give a swing’.

The main thing in translating phraseological units is not to lose the semantic correlation between the Russian and French phraseological units and every time to establish functional and semantic equivalence even with complete or almost complete difference between the Russian and French phraseological units in terms of the lexical and grammatical composition and imagery. In this case, we are talking about interlanguage functional and semantic equivalents.

Let us give some examples of the interlanguage functional and semantic equivalents: to go where the eyes look – aller le nez au vent (literally. “To go with your nose in the wind”); leave with your head – se donner corps et âmes (“surrender with body and soul”); do not touch anyone with your finger – ne pas toucher un cheveu de la tête de qn (lit. “do not touch the hair on someone’s head”); he has envious eyes – il a les yeux plus grands que le ventre (lit. “his eyes are bigger than his stomach”); it says on his forehead – on le lit sur son visage (lit. “it is read on his face”); tipun to your tongue! (‘A bad wish to someone who says something wrong?’; tipu – a painful growth on the tip of the tongue in birds) – puisses-

tu avaler ta langue! (lit. "could you swallow your tongue"); own shirt closer to the body – la peau est plus proche que la chemise (lit. "skin is closer than a shirt").

A separate issue is the translation of the equivalent phraseological units of the Russian language, that is those that do not have phraseological equivalents in French. When transmitting inequivalent phraseological units, one has to resort to descriptive or semantic translation, i.e. to state the content of the Russian phraseological units with French words. For example, seven Fridays in a week – il est versatile (lit. "he is changeable"), il change facilement d'humeur, d'intention (lit. "he changes easily his mood, intention").

Etymological explanations in the translation of the phraseological units are very important, especially when you need to semantize the hidden shades of the meaning.

Conclusions. Note that in any case, using all types of the interlanguage phraseological equivalents, including the significant elements of explanation, it is possible to achieve an adequate translation of the phraseological units from Russian into French and vice versa.

FRENCH PHRASEOLOGICAL UNITS OF TERMINOLOGICAL ORIGIN IN RUSSIAN ASSOCIATED WITH PHARMACY AND MEDICINE

Sghir Samia

Scientific supervisor: sen. lect. Ostapenko S.P.
National University of Pharmacy, Kharkiv, Ukraine
Samia04.11@gmail.com

Introduction. Mastering vocabulary is a central problem when foreign students study the Russian language. Vocabulary is a linguistic phenomenon that is influenced by a number of factors that complicate its practical assimilation. Phraseological units are such factors, the perception of which causes great difficulties for foreigners. The practice of teaching Russian as a foreign language shows that foreign students do not find and understand the meaning of phraseological units that they meet in speech and texts correctly. The need to involve phraseology in the educational process is due to the fact that the student will not be able to become a full-fledged and equal communicative partner without the knowledge of phraseology.

Aim. The purpose of the study is to propose rational methods for studying this group of phraseological units, which will ensure the development of the ability of foreigners to adequately understand and use them in various speech situations.

Materials and methods. The subject of our study is the terminological phraseological units of the Russian language associated with pharmacy and medicine, which came into the Russian language from French.

Phraseologisms in all languages are closely related to the nature of the imaginative thinking of the people, reflect the history, culture, traditions of society. In this regard, classes in the study of phraseology in a foreign audience should be structured in such a way that students could correlate elements of their native language and culture with their native language and culture. To do this, we need to focus students on the comparison of Russian phraseological units with phraseological units of the French language. The formation of the phraseological competence of foreign students is facilitated by the work on texts in the "home reading" aspect. The use of phraseological units in speech occurs when a foreign student has a desire to use them. Therefore, the methodology of teaching foreign students Russian phraseological units should be aimed at the formation, development and maintenance of a creative attitude to the function of their own speech. Such work is necessary and useful as it deepens the knowledge of students, enriches them, makes their speech more imaginative, introduces them to the peculiarities of the Russian mentality. It will be interesting for students to learn that some French phraseological units related to pharmacy and medicine are based on long-obsolete views on medical science, ancient, often superstitious ideas about