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USING OF LMS-PLATFORM MOODLE DURING DISTANCE TRAINING THE DISCIPLINE “PATIENTS CARE” FOR STUDENTS SPECIALTY 222 “MEDICINE” (MASTER)

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***Abstract.** A 9-year experience of using LMS-platform Moodle in e-learning 2nd-year students specialty 222 “Medicine” (Master) in Higher State Educational Establishment of Ukraine “Bukovinian State Medical University” has been analyzed. To increase of students success the most efficiency educational methods are training with the branch cases, debriefing of virtual patients scenarios and simulation training in small studying groups. The combination of innovative educational technologies with the cloud video broadcasting services helps to overcome communicative and cognitive asymmetry, promotes the acquisition of professional competencies by the students and provides their readiness for independent medical practice. The level of knowledge acquisition on discipline “Patients Care” by 2nd-year students specialty 222 “Medicine” (Master) using e-learning has been increased up to 88,5%.*

Keywords: E-learning, Moodle, Higher Education, Medicine, Patient Care.

Introduction.

The introduction of quarantine in the conditions of the spread of COVID-19 identifies certain problems for the organization of distance learning of students in professionally oriented disciplines [1]. Adaptive stress, social distance, information and technological singularity are just some of the challenges facing the higher education system in Ukraine. At the same time, the actual tasks of the educational process and priority of them is a formation the features of autonomy, independent activity and abilities to self-learning, self-control and self-improvement in the students [2]. The main peculiarities of modern higher education are:

maximum structuring, information support, continuous self-monitoring, timely correction and communication in a single information-educational environment [3]. Now it is relevant to widely introduce innovative information technology (e-learning) to implement the main provisions of the new educational paradigm [2]. Of the existing e-learning platforms most popular are LMS and LCMS. Providing the students with a wide range of information communication tools in the training, the last ones contribute to the motivation of cognitive activity, facilitate learning and create conditions for healthy competition. Along with this, to successful formation of professional skills in the

students today it is demands from the teacher not only knowledge of medical informatics basics, possession of e-learning tools in the workplace, but also usage modern interactive teaching methods to ensure effective transfer of knowledge from the tutor to each subject of educational process [4]. Thus, the innovative strategy of development of global society is an integration of the main elements of “knowledge triangle”: education, research, innovation.

First step in the formation and professional growth of future physicians is mastering the practical skills during learning clinical discipline “Care of patients”. Since this stage opens the door for medical students to the clinic, it becomes a field of direct touch the interests of all members of the treatment process. Successful overcoming of this step by the students specialty 222 “Medicine” (Master) is a powerful factor for fulfilment of itself, increase self-esteem and choice of vector of personality development [5]. However, the likely obstacles faced by students at this stage of learning, can be some problems of communication and cognitive asymmetry, the information singularity and feedback [6]. Using the advantages of E-learning can be a platform for the implementation of close cooperation of all participants in the learning process for success in solving these problems and effective knowledge transfer.

Basic material. According to current normative documents (“Law of Ukraine about Higher Education” at 01.07.2014 and the order of MES of Ukraine “On Approval of the Regulation about distance

learning” №466 at 04.25.2013) the training of 2nd-year students specialty 222 “Medicine” (Master) on the discipline “Patients care” in Higher State Educational Establishment (HSEE) of Ukraine “Bukovinian State Medical University” is based on LMS-platform Moodle. Structure of learning the discipline “Patients care” includes 1 module of 150 hours 5 credits ECTS), divided into 3 semantic modules. The ratio of hours for practical training and hours for independent individual work of students is 1:4. Thematic plan of practical training contain basic questions of organization and implementation of elements of care of patients in therapeutic, surgical and pediatric wards. The important role attached to mastering by the students professional skills on planning care of patients with various pathological conditions and monitoring the implementation of measures in the treatment process. The means of standardized test control of initial level of knowledge and estimation of individual situation tasks are actively used. In terms of objectivity, breadth of coverage and speed of diagnosis, tests exceed all other types of knowledge control.

In accordance to the approved “Regulations on e-learning” a functional e-learning course “Patients Care” for 2nd-year students the specialty “Medicine” has been developed on base of LMS platform Moodle. It is a complex of teaching materials and educational services designed to organize individual and group learning using information and communication technologies. Structure of e-learning course includes the sections of general

information and topics according to Syllabus of the discipline. Each thematic section contains guidelines for the students to organize independent work in preparation for the practical classes, structured abstracts, visual materials (multimedia presentations, educational animations, videos of demonstrations the practical skills), tests for self-control on real time mode (online). The feature is the ability to use e-learning course for the interactive dialogue teacher and student, which improves the efficiency of cooperation of all participants in the educational process. The teacher has an opportunity to create e-learning courses independently, organize training, send messages to students, distribute, collect and check the tasks, to carry out the accounting of marks in electronic journals, customize various course resources and others. Interactive course of training allows the subjects of education to learn in accordance with their pace, personal characteristics and educational needs, learn always and everywhere, regardless of their location, to plan their time in the study of the subject, receive the bulk of investigated material by using of information technology [7]. To overcome communication problems, it is advisable to use cloud services for video broadcasting and online boards that improve positive feedback.

The efficacy of interactive educational methods during last nine years studying the discipline "Patients Care" by 2nd-year students has been estimated. As the indicators of educational progress we use percentage of correct answers to standardized test questions during determin-

ing the initial level and after the debriefing of clinical situation, absolute and qualitative progress in the discipline during the final knowledge control. Investigation of the initial level of knowledge revealed increase of percentage of correct answers to questions from a well-known base up to 82,8%. After training the students by using method of linear cases the percentage of mistakes during "closed" database testing was 28,2% unlike 20,8 % mistakes in students studying by method of branch cases. The best performance indicators (88,5% of the correct answers on test tasks, 100% qualitative progress) were redetected after debriefing the virtual patients scenarios. So, active collective participation of students in small studying groups using interactive educational methods, such as virtual patients scenarios, branch cases, simulation training helps to overcome information singularity and increase level of mastering the professional skills and acquire specific competencies. Integrating the capabilities of the LMS platform Moodle and cloud services for video broadcasting is one of the effective ways to organize distance learning in quarantine conditions.

Conclusions. using of LMS platform Moodle in training the discipline "Patients Care" provides effective transfer of knowledge to 2nd-year students specialty 222 "Medicine" (Master). To increase students success the most efficiency educational methods are training with the branch cases, debriefing of virtual patients scenarios and simulation training in small studying groups. The combination of innovative educational technolo-

gies with the cloud video broadcasting services helps to overcome communicative and cognitive asymmetry, promotes the acquisition of professional competencies by the students and provides their readiness for independent medical practice. The level of knowledge acquisition on discipline “Patients Care” by 2nd-year students specialty 222 “Medicine” (Master) using e-learning increase up to 88,5%.

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CLOUD SERVICES AS TEACHING INSTRUMENTS IN DISTANCE TRAINING STUDENTS SPECIALTY 223 «NURSING» (MASTER) THE DISCIPLINE «POSTTRAUMATIC STRESS DISORDER»

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Abstract. *The research deals to estimation efficacy of using cloud services at distance training students specialty 223 “Nursing” (Master) e-course “Posttraumatic stress disorder”. Free cloud services for video broadcasting (Google Meet and ZOOM) combined with online board services (Scrumblr, Padlet) increases motivation component of learning all subjects of educational process, easy communication and feedback. Most effective educational methods for assimilating knowledge were analyses of branching cases and debriefing virtual patients scenarios providing up to 75,8 % personal success and 100% qualitative progress.*

Key words: E-learning, cloud services, Higher Education, Nursing, Master, Post-traumatic stress disorder.

Introduction.

Psychological trauma is common, with estimates of up to 60-85% of people having experienced a trauma within their lifetime. Posttraumatic Stress Disorder (PTSD) is a condition that can develop after experiencing a psychological trauma when these reactions persist for a month or more and cause substantial distress and disruption in one's life [1]. COVID-19 has quickly become a global health emergency resulting in not only physical health concerns but also psychological concerns as people are exposed to unexpected deaths or threats of death. About 35% of ICU survivors have clinically significant PTSD symptoms 2 years subsequent to the ICU care [2]. Tens of thousands of

Covid-19 survivors should be screened for post-traumatic stress disorder because of their experiences in fighting for their lives, mental health experts have urged. Now it is proved that preventive medical and psychological assistance is the most effective means of prevention the negative impact of severe trauma on mental health [3]. Contemporary PTSD National Normative Base (NHMRC) contents recommendations for prevention, diagnosis, treatment and rehabilitation of patients with this type of pathology to a wide range of experts [4]. Implementation of the main provisions adapted clinical guidelines is difficult due to absence the official data on the prevalence and morbidity of PTSD in Ukraine [5]. The in-

creasing demands of modern practical medicine requires improvement of the evidence base for assessing the effectiveness of educational technologies [6]. A nurse accepts an integrative function in the “doctor-patient” interaction. For this reason in the Department of Patient Care and Higher Nursing Education at Higher State Educational Establishment (HSEE) of Ukraine “Bukovinian State Medical University” for training the students specialty 223 “Nursing” (Magister) an elective educational course “Post-traumatic stress disorder” was developed on the base of LMS platform Moodle. Important professional competencies of Masters of Nursing are: clear knowledge of basic diagnostic methods, ability to apply psychological interventions and provide emergency psychological assistance, to organize care and rehabilitation of victims with PTSD, to take preventive measures in modern conditions, to train subordinate medical staff with the skills of psychological self-defense, to work in emergencies of peacetime and war, to supervise the implementation of the current orders of the Ministry of Health of Ukraine by junior specialists. Syllabus of E-course PTSD has been developed, the necessary general and professional competences of students are specified, the integrative program results of training the subjects of the educational process have been identified, but the effectiveness of the teaching methods in distance training has not been researched completely.

The Aim of research: to investigate efficacy of e-learning methods at distance training course “Posttraumatic stress dis-

order” for the students of specialty 223 “Nursing” (Master).

Results and discussion. In the Department of Patient Care and Higher Nursing Education at HSEE of Ukraine “Bukovinian State Medical University” for training the first-year students specialty 223 “Nursing” (Master) an elective educational course “Post-traumatic stress disorder” was developed on the base of LMS platform Moodle since 2016. Acc. to the approved Syllabus this e-course includes 3 credits (90 hrs.), 44% of them are practical classes and 56% reserved for organization of extracurricular self-preparation of students. The subject of study of discipline is learning concepts: trauma, stress, post-traumatic stress disorder and methods of a survey people with PTSD, and detection the life-threatening psychosomatic conditions that can occur in victims of effects of traumatic situation, the organization of primary care and prevention late reactions in people with PTSD. The educational course is based on a wide range of interdisciplinary links and provides the students to acquire the competences both general and specific (professional) as the ability to perform nursing interventions according to clinical protocols and standards of nursing activities. To control the level of knowledge acquiring during the practical classes the various pedagogic methods both the traditional (interviews, debates, “brain-assault”, “business games”) and innovative (online testing, debriefing virtual patients scenarios, branching cases and simulation medicine technologies) have been tested. As instruments to organize distance

meeting we used cloud services for video broadcasting Google Meet and Zoom (Zoom Video Communications, Inc.) [7]. Also online board services such as Scrumblr and Padlet have been used to increase the effectiveness of the learning process, motivate all participants of educational process and easy communication [8]. Creative and research activity of students in solving problems is encouraged in order to develop clinical thinking. Information singularity, caused by increasing of information load, and reducing of curriculum time, and difficulty of clinical situations modeling, is one of the features of the teaching this discipline. The main advantages of the developed e-course were convenience and systemic consistency of learning content, change from one-time assessment to the monitoring and evaluation the competencies of subject of educational process and evaluation of degree of the material using to make decisions. The results of mastering the practical skills and abilities have been evaluated by using the indicators of success: percentage of correct answers to standardized test questions during determining the initial level and after the debriefing of clinical situation, absolute and qualitative progress in the discipline at final module control.

Monitoring of initial level of knowledge revealed approximately the same percentage of correct answers of students to questions from a well-known base, which varied within 88-92%. However, when attempting to test the “closed” database of tasks, the best level of knowledge was detected in students after the debrief-

ing of virtual patients scenarios, which was 74,5% of the correct answers, as compared with level of 55,5% after applying the method of linear cases. The best performance indicators (75,8% of the correct answers to test tasks, 100% qualitative progress) were detected when the method of branching cases in the problem-based learning system was used. Keeping the Pendleton’s feedback rules during debriefing is one of the most effective ways to increase the efficiency of knowledge transfer during problem-oriented learning. We received 100% positive feedback after debriefing virtual patient scenarios, which greatly enhances the motivational component of the learning process. Personal oriented training and training in small groups using the cloud services facilities helps to master professional competencies, to develop communication skills and organizational abilities on planning the psychosocial rehabilitation and care of persons with PTSD.

Conclusions. Using of cloud services for video broadcasting combined with online board services increases motivation component of learning, easy communication and feedback during distance training students of specialty 223 “Nursing” (Master) at discipline PTSD. Most effective educational methods for assimilating knowledge were analyses of branching cases and debriefing virtual patients scenarios providing up to 75,8 % personal success and 100% qualitative progress.

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СТАН НОВОНАРОДЖЕНИХ, ЩО НАРОДИЛИСЯ У ЖІНОК З НИЗЬКИМ РОЗТАШУВАННЯМ ПЛАЦЕНТИ

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Ключевые слова: низкая плацентация, новорожденный, асфиксия.

Ключові слова: низька плацентація, новонароджений, асфіксія.

Keywords: low placentation, newborn, asphyxia.

Актуальність. Антенатальна охорона плода і профілактика перинатальної смертності – одна із найважливіших проблем сучасної медицини. Не дивлячись на чисельні дослідження стану фетоплацентарного комплексу, а також вивчення питань фізіології і патології вагітності та періоду новонародженості, ця проблема залишається провідною в акушерстві, так як формує показник перинатальні захворюваності та смертності. Серед однієї із причин акушерських ускладнень одне з ведучих місць належить аномальному розташуванню плаценти. З місцем прикріплення плаценти в порожнині матки тісно пов'язані її функція, перебіг та закінчення пологів [1]. За даними літератури, частота низької плацентації досить висока і складає за даними різних авторів 9-30 % випадків в першому триместрі, а до пологів дана частота зменшується, що обумовлено процесами міграції плаценти до дна матки протягом вагітності [1-4].

Не дивлячись на те, що багато науковців як нашої країни та за кордоном працюють над вирішенням даної проблеми, частота порушень в системі мати-плацента-плід при низькій плацентації росте з року в рік і на сьогоднішній день досягає 60-80% [2, 3].

Метою дослідження було проаналізувати стан здоров'я новонароджених та їх фізичний розвиток при аномальному розташуванні плаценти.

Нами проведений клініко-статистичний аналіз 150 індивідуальних карт вагітної та породіллі з низьким розміщенням плаценти (основна група) та 80 – з нормальним розміщенням плаценти (контрольна група).

Результати та їх обговорення. Новонароджені від матерів із аномальним розміщенням плаценти оцінювалися по шкалі Апгар у 8-10 балів у 56,0% випадків, в контролі цей показник становить 83,8% ($p < 0,05$), 8,0% немовлят народилися в асфіксії важкого ступеню, в контрольній групі дана категорія дітей була відсутня. Серед но-

новонароджених основної групи, які народилися в різній ступені асфіксії відбулося 6 (4,0%) випадків ранньої неонатальної смертності, в контрольній групі даного ускладнення не було. За нашими даними в групі жінок з низьким розташуванням плаценти – 24,0±3,5% дітей народилися недоношеними, а в контрольній групі цей показник становить 7,5±2,9% ($p < 0,05$).

Середня маса тіла дітей при народженні від матерів основної групи – 2672,5±28,3 г, тоді як у контролі цей показник дорівнював 3387,5±21,3 г ($p < 0,001$). Зменшувалася і довжина тіла новонароджених (49,2±1,2 см і 54,2±1,7 см).

Так, ранній неонатальний період у дітей основної групи перебігав більш несприятливо, ніж у новонароджених контрольної групи.

Патологічна втрата ваги частіше зустрічалась у новонароджених основної групи і була в 1,5 рази більшою в порівнянні з контролем. Число днів втрати ваги залежало від важкості стану при народженні й становило в середньому 4,1±0,3 %, тоді як в групі контролю – 2,6±0,6 дні. 85,3 % дітей від здорових матерів відновили початкову масу тіла до 6 доби життя, тоді як відновлення ваги у немовлят від жінок з низькою плацентацією, в основному, спостерігалось пізніше. Також пізніше у цих дітей в порівнянні з контролем

відпадав і пуповинний залишок: 4,6±0,4 доба в основній групі та 3,3±0,8 доба в контрольній групі.

Термін перебування дітей у відділенні новонароджених залежав від їх стану при народженні та перебігу неонатального періоду і становив, в середньому, в основній групі 6,8±1,7 і в контрольній – 3,4±1,2 доби.

Висновок. Отже, в проведеному нами дослідженні стану новонароджених у жінок з аномалією розміщення плаценти встановлено, що патологія розміщення плаценти неблагоприятно впливає на розвиток плода та стан новонародженого і являється фактором ризику перинатальної патології.

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ПСИХОЛОГІЧНІ ОСОБЛИВОСТІ ВПРОВАДЖЕННЯ ДОСЛІДНИЦЬКОГО ПІДХОДУ У ПРОФЕСІЙНІЙ ПІДГОТОВЦІ ПСИХОЛОГІВ



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Ключові слова: навчально-виховний процес, підготовка майбутніх фахових психологів, дослідницький підхід, психологічні особливості.

Key words: educational process, training of future professional psychologists, research approach, psychological features.

Завдання підвищення ефективності навчально-виховного процесу вимагає вдосконалення способів і методів викладання профільних дисциплін у закладах вищої освіти; зокрема, застосування нових підходів. Перспективні підходи, які вже відомі та набули певного поширення у нашій країні, потребують адаптації до наявних умов, що висуває нові вимоги як до керівництва закладів, так і до викладачів та студентів. Сказане повною мірою стосується і підготовки студентів-психологів. Зокрема, важливо враховувати психологічні особливості впровадження дослідницького підходу, який не належить до широко розповсюджених і створює певні труднощі при його застосуванні. Необхідність розгляду питань, пов'язаних з впровадженням дослідницького підходу в навчальний процес, зумовлює актуальність проведення даного дослідження.

Мета дослідження: розглянути психологічні особливості впровадження дослідницького підходу у професій-

ній підготовці майбутніх психологів.

Дана публікація є продовженням роботи з розробки і впровадження дослідницького підходу у навчально-виховний процес із підготовки майбутніх фахових психологів (див., напр.: [1]). Однак при спробах впровадження цього підходу у процес викладання психологічних дисциплін навіть сумлінні та мотивовані на освоєння фаху студенти зустрічаються з чималими труднощами; розгляду можливостей їхнього подолання присвячена дана публікація.

Розпочати необхідно з врахування того факту, що студенти, особливо на першому році навчання, не готові навчатися за новими підходами, які суттєво відрізняються від традиційних, які поширені у загальноосвітніх закладах. Вони не мають для цього достатньо навичок самостійної роботи: як пошуку необхідного матеріалу, так і його опрацювання. Вони не ознайомлені зі способами генерування ідей, методами створення нових знань, пе-

ревірки їх на достовірність, у них недостатньо розвинене аналітичне та критичне мислення тощо. Все це створює значні труднощі від самого початку впровадження дослідницького підходу в процес вивчення профільних навчальних курсів.

На початку організації навчання із застосуванням дослідницького підходу потрібно запропонувати студентам змінити ставлення до процесу здобуття знань: їм доведеться переключитися на самостійне набуття знань та осмислення матеріалу, який підлягає вивченню. Відповідно, їм запропоновано самостійно ознайомлюватися з матеріалом кожної теми, перш ніж відвідувати лекційні заняття за розкладом. Проте студенти переважно не мають для цього ні належної мотивації, ані навичок самостійного навчання. Вони часто не готові опрацювати навіть рекомендовану навчальну літературу, а самостійно шукати і опрацювати додаткову взагалі не готові; за винятком поодиноких випадків.

Лекційні заняття, згідно з впроваджуваним підходом, перетворюються в процес обговорення питань, призначених для вивчення, проте студенти не мають необхідних навичок для такої навчальної роботи. Бесіда, діалог і дискусія повинні займати належне місце у цьому процесі, але переважно студенти звикли до пасивного засвоєння знань, а не до їхнього самостійного створення. Натомість даний підхід вимагає прояву самостійності та пошукової активності в освоєнні матеріалу кожної теми, тому студенти повинні

змінити ставлення не лише до процесу вивчення певного предмета, але й в цілому погляди на процес власного професійного становлення. Саме таке ставлення до освоєння основ фаху дає змогу отримати необхідні результати в подальшому, як у ході навчання, так і наступної професійної адаптації на робочому місці. Дуже важливо на цьому етапі максимально використовувати наочність, щоб одержати змогу зробити складні процеси і явища, що вивчаються, доступними для розуміння; в основному допомагає показ різних навчальних відеоматеріалів за допомогою мультимедійного проєктора.

Значно ускладнюється для студентів і підготовка до практичних занять: з семінарських, на яких вони засвідчують знання теми та засвоєння ними інформації, отриманої з підручників і на лекціях, у самостійну дослідно-пошукову роботу. Переважно вони не готові проводити спостереження, власні дослідження, обговорення, узагальнення тощо; які повинні займати належне місце у цьому процесі. Часто їм бракує належної мотивації, самостійності, наполегливості та відповідальності й ін. Значно ускладнює виконання завдань, які необхідно вирішити на цьому етапі впровадження дослідницького підходу у процес викладання – відсутність як науково-навчально дослідних лабораторій, так і необхідного обладнання для проведення експериментальних досліджень.

Висновок. Впровадження дослідницького підходу у процес викладання

навчальних дисциплін створює певні труднощі в освоєнні навчального матеріалу студентами, оскільки вимагає докорінної перебудови їхньої навчальної діяльності. Врахування низки психологічних особливостей дозволяє не лише оптимізувати процес вивчення студентами навчального матеріалу, але й знаходити і реалізовувати рішення, які дозволяють долати труднощі, котрі виникають у результаті впровадження нововведень і реалізувати навчальний

процес із застосуванням дослідницького підходу. Подолання цих перешкод дає підстави сподіватися одержати значно вищі показники навчальної діяльності студентів.

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ОСНОВНЫЕ ПРОБЛЕМЫ ОБУЧЕНИЯ РУССКОМУ ЯЗЫКУ В СОВРЕМЕННОЙ ШКОЛЕ И ПУТИ ИХ РЕШЕНИЯ

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Аннотация. В статье представлен взгляд учителя на основные проблемы преподавания русского языка и литературы сегодня и собственный опыт по преодолению выявленных проблем.

Ключевые слова: диагностика, низкий уровень грамотности, интеллектуальное затруднение, низкий уровень речевой культуры.

Язык – зеркало культуры, так как в нем отражается не только реальный мир, окружающий человека, но и общественное самосознание народа, его менталитет, национальный характер, образ жизни, традиции, мораль, система ценностей, видение мира. Одним словом, язык является одним из средств формирования картины мира в сознании как отдельного человека, так и целого общества. Язык – кладовая культуры. Он хранит культурные ценности в лексике, грамматике, в идиоматике, пословицах, поговорках, в фольклоре, в художественной и научной литературе. Существует очень много проблем в преподавании русского языка. На первое место мы поставим **проблему педагогических кадров**. Кадры ведь, как известно, решают все. Существует такая легенда. «Много тысяч лет тому назад увидел Бог, что множатся пороки людей и решил помочь им. Созвал он высоких Духов и сказал: «Люди потеряли свой путь. Как быть?» » Один из Духов предложил наваять на людей сон пророческий, другой – послать манну небес-

ную, третий – воду от Бога. И только четвертый Высокий Дух изрек: «Вложи в каждого человека жажду к познанию и дай им **учителя**». «**Только личность может воспитать личность,**» – говорил другой выдающийся мыслитель. Изменения, происходящие в стране, в обществе предъявляют новые требования к современному учителю. Какой он, современный учитель? Пожалуй, сложно однозначно ответить на этот вопрос. Это человек, способный создавать условия для развития творческих способностей, развивать у учеников стремление к творческому восприятию знаний, учить их самостоятельно мыслить, самостоятельно формулировать вопросы для себя в процессе изучения материала, полнее реализовывать их потребности, повышать мотивацию к изучению предметов, поощрять их индивидуальные склонности и дарования. Современный учитель находится в постоянном творческом поиске, а также в поиске ответа на актуальный проблемный вопрос: «Чему учить школьников?». Современный учитель

соединяет в себе любовь к делу и к ученикам, умеет не только учить детей, но и сам способен учиться у своих учеников. Современный педагог должен выявлять самые лучшие качества, заложенные в душе каждого ребенка, поощрять детей, чтобы они получали радость от приобретенных знаний, чтобы, окончив школу, они четко осознали свое место в обществе и могли работать на его благо, и были готовы к участию в решении текущих и перспективных задач нашего общества. Современный учитель – это профессионал. Профессионализм педагога определяется его профессиональной пригодностью, профессиональным самоопределением, саморазвитием, т. е. целенаправленным формированием в себе тех качеств, которые необходимы для выполнения профессиональной деятельности. Отличительными чертами современного педагога, педагога – мастера, являются постоянное самосовершенствование, самокритичность, эрудиция и высокая культура труда. Профессиональный рост учителя невозможен без самообразовательной потребности. Для современного учителя очень важно никогда не останавливаться на достигнутом, а обязательно идти вперед, ведь труд учителя – это великолепный источник для безграничного творчества. Для современного учителя его профессия – это возможность самореализации, источник удовлетворения и признания. Современный учитель – человек, способный улыбаться и интересоваться

всем тем, что его окружает, ведь **школа жива, пока учитель в ней интересен ребенку**. Русский язык занимает особое место в системе образования. Школа – важнейший институт формирования культуры межнациональных отношений в обществе, толерантности. В школе он призван способствовать достижению следующих целей: формированию уважения к людям, готовности к межкультурной коммуникации, межличностному общению, толерантности, знакомству с культурой дружественных народов. Все это отражается в методике преподавания критического мышления, в использовании педагогических технологий в учебный процесс. И чем интереснее и доступнее будет внедрять их учитель на своих уроках, тем выше будет продуктивность и результативность знаний, умений, навыков наших учащихся. Путь к взаимопониманию один – сохранение многообразия культур, их популяризация на основе общечеловеческих ценностей, и таким образом, познание самих себя. Мы обозначили лишь несколько на наш взгляд важных вопросов в обучении русскому языку, однако круг проблем, конечно, намного шире и требует детального рассмотрения.

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THE DOMINANT THEMES IN GRAHAM GREENE'S NOVELS

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Annotation

This article examines main themes in Graham Greene's novel; the dominant theme in Greene's novels is the conflict between good and evil. His novels depict the tragedy and confusion of people caught in dilemmas— personal, religious, and political. By making his protagonists as amalgam of good and evil qualities, Graham Greene has superbly blended their tragic dilemma with modern psychological vision and religious outlook.

Key words: religion, spy novel, lowlife, colonial life, independence movements, great pain, human experience, human emotions, morality, transcendent theme.

Graham Greene actually wrote many books. He has a mixture of religious novels, hilarious, antics; he has really quite bleak dark novels. **The Confidential Agent** is superb thriller novel absolutely. **Brighton Rock** is about thugs and low-lives in Brighton. It is stunningly not evocative, but very perceptive in the way, that he talked about different people involved and of course, he was the script-writer of **The Third Man**, which if you have not seen the film you really should and if you have not read the book, it is only a very short novel, but it is an astonishingly good and accomplished piece work

Greene wrote so much in the end of empire in the French Empire, the British Empire, the American expanding its empire and there was madness going on all over the places and he summed that up beautifully in **The Comedians**, which is all about the sudden appearance of Papa Doc Duvalier in Haiti or Haiti he pronounced it and many of his books were of that sort of a terrible situation, so **Our**

man in Havana, The Heart of the Matter and others, these were books, that really looked at colonial life and how it was fracturing under the strains of so many Independence movements and talking about the suppose to an extent he was a precursor John le Carré with John Locke Harry's books such as **The Constant Gardener** the character of this novel, gardener could have come straight out of one of Graham Greene's books especially **The Honorary Consul**, it is delightful book about an Argentinean town, where a group revolutionaries capture a fellow, who they think is really important Charlie Fortnum, but he was **The Honorary Consul** and it says here living on whiskey and disputed status as the British Consul in this gripping, in this tragic comedy Greene explores the far-reaching repercussions of a bungled kidnap and that's what he was so good at he would take a situation plant it firmly in South America or wherever he wanted really and he would give you excellent feeling for that country, feeling for the people of the country, a feeling for aspira-

tions of the people their feeling towards the old imperial masters and he gave you a feeling for what it was like to be an expat at that time, but he did go way beyond that because of books like this **Monsignor Quixote** this really, this is one of the books I would recommend anyone to start with because, it is absolutely delightful it is the novel of a wonderful priest in Spain and it is basically taking the novel of Don Quixote de la Mancha and updating it to the 50s or 60s and you have got **Monsignor Quixote**, the priest he has got his faithful steed Rocinante, which is the name his beaten up old car a local communist, who is not a religious person at all is Sancho Panza and it is delightful whimsical and just wonderful tale really he says, there are parallels here to the adventures of the original Quixote brushes with the Gardea a fugitive thief a visit to pornographic movie, but the subject is faith or belief Christian or Marxist.

A lovely dialectic between belief and faith, politics and religion, plain old human feeling. As I read it, it occurred to me that the two main characters, Father Quixote and the Communist mayor, Sancho, must have represented two sides of GG's personality. Sweet and charming, two words I never thought I would attribute to any work by Greene, a late work full of love, humor and forgiveness. I think it is true charming beam using the gentlest most amiable of his books since travels with my aunt yes that is also true very delightful story if you want a gentle pleasant read that is ideal. **The Comedians** is a really good, but rather more gutsy novel. **The Honory Consul** is highly enough

The Fallen Idol and **The Third Man** well. **The Third Man** is just fantastic; **The Confidential Agent** is an absolutely superb, very sad, deeply thought-provoking, really strong story. It is not a long novel. None of these is particularly long or hard reads. **A Gun for Sale** originally it was called **A gun for hire**, when it was published in the States but really, really good book.

Graham Greene is a really astute novelist who got inside the mindset of so many different characters in all of his books. The voices in his all novels are profoundly subjective you know these are not dispassionate narrations. He is a man experiencing fevered conflicts with himself he has an argument himself all the time and the opening lines of the book draw attention to fact that you know a novel does not have to have a conventional trajectory from beginning to an end.

We know sometimes you just come into the middle, which is in a way where we find Bendrix in **The End of Affairs**. On Graham Greene using Bendrix as a "subjective" narrator. He knows, that his lover mysteriously left him and we find him in great pain, but he does not yet know why, so we have Graham Greene using Barret Vendrick's the narrator who knows a lot more than we do and who knows a lot more than Bendrix the character at this point, so we come in at that point and it is we come at a very subjective point at which certain things are not revealed. On the setting of the novel and the commonality of human experience it is not absolutely fascinating glimpse at the world through the eyes of somebody who

was living through London during World War II. He is also I think somehow brings us up close to how much of human experience is not specific to London and World War II.

Flannery O'Connor and Graham Greene in their fiction were believed that they were not interested in morality. They were interested in beliefs and so they were coming at it and writing the fiction look that trumping morality and so it is incredible to read and so that wise blood and then violent Baird away. It is a fantastic book the same type of aspect in that belief Trump's morality in this fiction and so this is why think that both Greene and O'Connor as much as they were different did not want to be labeled as Catholic writers. They saw themselves as writers but they did have transcendental theme of course a belief in the soup of the God acting really impacted and it makes them quite powerful through it is interesting that Graham Greene frustrated Flannery O'Connor. She you know maybe it was the fact that I thought this a little bit in that she made her Protestants be the one that were morally to degenerate he made the Catholics morally to generous those people I think she thought he was being a smart aleck Alec Jansenist in the way he is doing things in his literature.

On the novel's themes that are still relevant today. Do you have jealousy human emotions suspicion wrestling with

the probabilities and in probabilities of religion the ceremonies of marriage and death registry offices crematoriums Catholic ceremonies secular ceremonies those things are still argued about I think about 90% of what he was talking is still alive. I very highly recommend any of them, but as I said if you want start with one that is a nice straightforward amiable sort of novel then you should start with **The Honory Consul** but if you want something that is it more sorry you should start with **Monsignor Quixote** if you want that is a bit more gritty **The Honory Consul** or **The Confidential Agent**. **The Confidential Agent** actually I will probably say is the best for starting because it is straightforward novel it is not very long and it is lovely novel so there you go Graham Greene hope that it will be interesting for you.

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ZAKHIRIDDIN MUHAMMAD BABUR – A GREAT STATESMAN AND COMMANDER

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The representative of the fifth generation of the descendants of the great Amir Temur, Zakhiriddin Muhammad Babur was a man endowed with many talents: a great commander and statesman who conquered India and Afghanistan, a genius poet, writer, whose works are the best examples of oriental literature, geographer and historian, biologist.

According to the President of Uzbekistan Shavkat Mirziyoyev, from the age of twelve this great man, fearing neither enemies nor trials, strove to preserve the Temurid state, Babur bequeathed to his descendants a great love for the Motherland¹.

Zakhiriddin Muhammad Babur was born on February 14, 1483 in Andijan in the family of the ruler of Ferghana Umar Shaikh Mirzo. If we turn to the genealogy of Babur, he is the son of Sultan Umar Shaikh Mirzo, son of Sultan Abusaid Mirzo, who was the son of Sultan Muhammad Mirzo, and he was the son of Mirzo Mirshah, son of Amir Temur².

Babur's mother, Kutlug Nigor Khanum, was the daughter of the Khan of Mogolistan and the ruler of Tashkent,

Yunus Khan. An educated woman, she actively helped her son in governing the country and accompanied him on military campaigns.

The family of Umar Shaikh Mirzo lived in the capital – in the Arch of Andijan. The ruler spent the summer on the banks of the Syr Darya, in Akhsi, and the rest of the year in Andijan.

Babur's childhood was spent in Andijan. Like all the princes of the Temurid dynasty, under the guidance of teachers, prominent scientists-theologians, he studied military science, jurisprudence (fiqh), Arabic and Persian languages, read historical and literary works, was fond of science and poetry. For bravery and courage in his youth they nicknamed «Babur» («Lion»)³.

Indian statesmen and scholars, such as Jawaharlal Nehru, Mahatma Gandhi, recognized the special role of Babur (1483-1530) and the Baburids not only in the history of India, but also in world development. A. Samoilovich was the first Russian scientist – the author of a major study of Babur's literary heritage. He published several poems from Babur's divan and «Baburname» in Old Uzbek writing under the general title

1 Mirziyoyev Sh.M. Buyuk kelejagimizni mard va olijanob xalqimiz bilan birga quramiz. – Toshkent: O'zbekiston, 2017. – B. 8-9.

2 Уильям Эрксин. Бобур ҳукмронлиги давридаги Ҳиндистон тарихи. / Инглиз тилидан Ғ. Сотимов таржимаси. Тошкент, 1995. – Б. 9.

3 Ўзбекистон Миллий энциклопедияси. 2-жилд. – Тошкент: «Ўзбекистон миллий энциклопедияси» Давлат илмий нашриёти, 2001. – Б. 83-84.

«Poems of Emperor Babur». According to him, «it is the duty, honor and happiness for orientalists to publish, translate and study the works of Julius Caesar of Central Asia – Zakhiriddin Muhammad Babur»⁴. Babur was a skilled horseman, archer, swordsman and skilled hunter⁵.

Babur always felt responsible for people, for the people. He set himself the task of recreating the former power of the Timurid empire with its capital in Samarkand. However, his wishes did not come true. By the will of fate, he ascended the throne in Kabul, founded the great empire of Baburids in India.

The Baburids, the great representatives of the Temurid dynasty, occupy a worthy place in the history of the Indian people. One of the Western scholars-Baburovologists, English researcher Waldemar Hansen, in his book «The Peacock Crown, or the Fate of the Mughal Empire», published in Delhi in 1986, highly appreciates the 332-year activity of the Baburid dynasty in India: «If India and its 8000-year-old history is a peacock, then the period of the 332-year reign of the Baburid dynasty in this many-thousand-year history is a peacock's crown.

In order to strengthen the state policy in India, unite the fragmented small feudal possessions into a single centralized state, Babur made military campaigns.

In 1525, Babur, having entered into an alliance with Rano Sango, went to war against Ibrahim Lodi in order to conquer northern India. In the late autumn of 1525,

Babur took Punjab, and in 1526, in the very first battle near the village of Panipat, Baburshah's army defeated the army of Mahmud Lodi, brother of the Sultan of Delhi, Ibrahim Lodi. Friendly relations were established with the ruler of Bengal, Nusratshah. In the battle of Panipat in April 1526, Babur's 12,000-strong army defeated the 100,000-strong army of his main rival, Sultan of Delhi Ibrahim Lodi. Delhi was captured. In March 1527, at the Battle of Sikri, Babur defeated the Rajput leader Rano Sango and conquered all of northern India.

Zahiriddin Babur, having founded the Baburid empire in India, made significant changes in the field of mail, introduced innovations in the units of time measurement, applied the architectural styles of Maverounnahr in the construction of buildings, founded the national artillery and the navy.

The period of the Great Empire of the Baburids was not only of historical importance, but also enriched India with majestic architectural monuments, unique literary research. Architectural sites in India that belonged to the Baburid dynasty include the Royal Palace Complex at Fatehpur Sikri, palaces and gardens inside the forts of Agra, Delhi and Lahore. The most striking examples of the gardens created by the Baburids are the Shalimar gardens in Kashmir (1620) and Lahore gardens (1642), the Achabal garden near Anantag, the Chashma Shahi Bagh garden (1632), the Nishat Bagh garden in Kashmir (1633), gardens in Lahore, Delhi, Agra; mausoleums and dozens of gardens in Kabul.

4 Захириддин Мухаммад Бобур энциклопедияси. – Т.: «Sharq», 2017. – Б. 8.

5 Шарма Л.П. Бобурийлар салтанати. – Т.: Маънавият, 1998. – Б. 25.

Babur always had a special love for gardening, cultivated new grape varieties in India and Pakistan, one of which is still known – the “Samarkand” variety. To this day, its gardens are called «Boburi Anguri Khudo» – «Babur’s Vineyards».

With the conquest of India by Zahiriddin Muhammad Babur, great changes have occurred here, including in many areas of art, architecture and culture. Babur’s talent as a historian, geographer, ethnographer, prose writer and poet is widely recognized today by orientalists of the world. More than four centuries have passed since the death of Babur, a historian, a talented master of words, statesman and military leader, but his name lives on today.

India flourished and expanded during the reign of representatives of the Baburid dynasty – Humayun, Akbarshah, Jahangirshah, Shahjahan. In particular, Akbarshah and his grandson Shahjahan took a special place in the soul of the Indian people.

Although Baburshah’s heart yearned for his homeland, Andijan, he spent the rest of his life in India, engaging in creative state and administrative activities. The Baburids erected historical monuments that still amaze and delight the whole world.

In conclusion, we note that Babur and Baburids are the great sons of our people. With their multifaceted activities, they have made a worthy contribution to world history and culture.

THE ENERGY EXCHANGE CONSUMPTION AND COWS PRODUCTIVITY IN PERIOD OF LOW-TEMPERATURE LOAD

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***Annotation:** The research results concerning of the influence of low temperatures on energy consumption and cows productivity by different variants of loose housing are presented. It was found that low temperatures (from -12 to -18 °C) became a stress factor for cows and caused a temporary decrease productivity in compared to the thermoneutral period. In case of loose box housing, the daily decrease in productivity (on average for 10 days) was 3.55 kg or 10.85 % and on deep litter bedding this indicator was 1.82 kg or 5.64 %. During the period of low-temperature load, the energy exchange consumption decreased by 4.68 MJ for loose box housing while they increased by 1.50 MJ for housing on deep litter bedding.*

Keywords: loose housing, temperature, productivity, energy exchange, heat production.

Ethological and physiological research of the influence of weather events occupy an important place in the development of highly effective methods of agricultural production [1]. In the system of interaction between organism and environment, such environmental factors as climate and weather become important [2]. They determine the efficiency of animal husbandry and crop production by affecting agricultural production [3].

According to current intensity of dairy cattle-breeding, weather and climate conditions are important component of the proper organization of livestock housing and arrangement of livestock farms and that require a certain understanding of mechanisms of the influence of meteorological conditions on animals and the ability to manage these mechanisms in practical animal husbandry [4, 5].

The purpose of our research was to

study the influence of low temperatures on productive and energy qualities of cows by different variants of loose housing.

The research was carried out in ALC “Terezyne” of Bila Tserkva district in Kiev oblast on the farm with loose box housing and milking at DeLaval VMS-2012 automatic machine and in the PLC “AIS” Tarashcha district of Kiev oblast where technology of housing on long unchanged deep litter bedding apply with milking on setting of “Parallel”. The groups of highly productive cows of Ukrainian red-spotted dairy breed of the 2nd and 3rd lactations were formed in farms during milking period by 15 heads. In both farms, animals are housed in identical low cost housing facility type. The research was carried out during two periods: the first period is thermoneutral (average daily air temperature up to -2 °C, in rooms from 3.1 to $+4.6$ °C) and the second period is temperature

load (average daily temperature is -11.1 °C, in rooms from -4.54 to -7.87 °C). Each period lasted 10 days.

Deviations of temperature range from optimal ones cause a breach of homeostatic balance in the body, which leads to a state of tension and stress, resulting in modification of energy exchange, feed consumption and feed use, animal productivity and health, growth, development and reproduction. It was found that during a low-temperature load the air temperature indicators was higher by housing on a deep litter bedding than by loose box housing. According to the speed of air movement, on average in both rooms were 0.42 – 0.47 m/s, which is slightly higher than standards established by requirements of VNTP-APK-01-05.

The research results showed that decrease in temperature conditions became a stress factor for cows of both farms. In case of loose box housing, productivity decreased on average by 3.55 kg or 10.85 % for 10 days and this indicator was 1.82 kg or 5.64 % on deep litter bedding. At an equal level of feeding, the structure of daily energy exchange consumption differed depending on environment temperature in farms. The energy exchange consumption decreased by 4.68 MJ during loose box housing and on the contrary, on deep litter bedding it increased by 1.50 MJ. This phenomenon is caused primarily by a smaller decrease productivity and release of energy exchange with *cow's milk* which were housing on deep litter bedding.

It is known that energy exchange which are received from feed and further

is used by animal body for basic metabolism, product synthesis, heat transfer and muscle activity.

The main metabolism is understood as energy consumption for synthesis of proteins, fats and carbohydrates, nucleotides, enzymes and other active substances, cost of cell division and muscle contraction, maintenance of membrane potential, transmission of a nerve impulse, internal respiration and other service functions. During research period the average live weight of cows in experimental groups almost didn't change so, respectively, the indicator of basic metabolism was 33.88 MJ almost at the same level by loose box housing and it was 34.19 MJ by deep litter bedding.

The energy exchange consumption for heat production in the second period due to both technologies significantly increased by 8.63 MJ at loose box housing and on deep litter bedding it increased by 7.65 MJ.

A decrease temperature due to both technologies have led to a decrease motor activity of cows and as a result, to a decrease energy exchange consumption for muscle activity.

Adverse weather conditions became a stress factor for the cows of both farms and caused a temporary decrease productivity in compared to thermoneutral period. However, falling cows productivity was less and amounted of 5.64 % by on deep litter bedding housing and it was 10.85 % by loose box housing.

Due to a smaller fluctuation in milk yield which combined with an increase the mass fraction of milk fat, the energy

value of cow's milk was higher by housing on deep litter bedding in compared to loose box housing by 917.32 MJ during low-temperature load.

The energy exchange consumption for heat production significantly increased in cows of both farms. Depending on the level of energy exchange consumption the critical temperature index for animals was higher by 1.04 °C on deep litter bedding.

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ВЫРАЗИТЕЛЬНОЕ ЧТЕНИЕ КАК ОСОБАЯ ФОРМА ФОРМИРОВАНИЯ КОММУНИКАТИВНОЙ КУЛЬТУРЫ

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Abstract

The article discusses the problems of the development of communicative foundations in students, the use of various forms of teacher's activity, contributing to the development of oral logically consistent communication, identifies the linguistic aspects of expressiveness.

Keywords: communication, student's, linguistic, discusses, problems, identifies, expressive reading;

EXPRESSIVE READING AS A SPECIAL FORM OF COMMUNICATIVE CULTURE FORMATION

Среди проблем профессии учителя-словесника одно из ведущих мест занимают общительные т.е коммуникативные проблемы, которые снижают качество педагогического труда, способствуют появлению барьера при установлении взаимопонимания, сотрудничества и диалога с обучающимися.

Сегодня выпускники вузов с педагогической направленностью недостаточно владеют культурой общения, и они не всегда готовы к использованию в своей деятельности, на практике, коммуникативные средства воздействия на обучающихся, умело управлять психологическим состоянием личности, действовать в открытой публичной обстановке. Коммуникативная культура общения включает в себя

не только технику речи, говорить правильно, укладываться вовремя изложить намеченный текст, но культуру самой личности, культуру мышления, культуру чувств. Формированию и совершенствованию коммуникативной культуры призваны занятия русской литературы и литературного чтения, где в основном происходит этот процесс и обучающиеся стремятся овладеть искусством художественного (выразительного) чтения, заключающегося в творческом воплощении литературного произведения, который действительно звучит в слове.[1]

Выразительность – особая структура речи, которая «поддерживает внимание и интерес слушателей», это «точность словесного обозначения предмета или явления, представления

или понятия». «Говорить выразительно, красиво – значит выбирать слова образные, вызывающие деятельность воображения, внутренние видения и эмоциональную оценку изображенной картины, события, действующего лица». [2]

Вышеперечисленные определения позволяют сделать вывод о том, что ученые имеют в виду различные типы речевой выразительности. В зависимости от структурных областей языка бывает выразительность произносительная, лексическая, словообразовательная, морфологическая, синтаксическая и интонационная. Таков лингвистический аспект выразительности. Устная речь, в отличие от письменной речи, – это живое общение. Для нее характерны: образность, эмоциональность, экспрессивность. Непосредственное общение с аудиторией накладывает отпечаток на синтаксис устной речи: говорящий часто использует различные типы простых предложений, особенно вопросительных и восклицательных, широко использует присоединительные и вставные конструкции, вводные слова, повторение одной и той же мысли, градацию доказательств и т.д.[1]

Выразительность устной речи усиливается интонацией, которая фактически оформляет речь, помогает активизации ее коммуникативной функции – функции общения между людьми и . С. Волконский писал: «Голос – одежда, интонация – душа речи».[2] Интонация есть и в письменной речи, но речь

и язык не могут быть сведены друг к другу. В языке оформляется далеко не все, что есть в речи. Конкретный смысл всякого высказывания вытекает, по мнению Н.Н. Жинкина, не только из содержания общения, но и из ситуации общения.[1] Интонация передает сведения не только о том, что говорится, но и о том, кто говорит, как, где и кому.

Возникает вопрос, к какой форме речи относится выразительное чтение. Мы убеждены, что к устной форме речи. Можно просто прочесть текст вслух, соблюдая знаки препинания, однако такое чтение не будет выразительным. Чтение выразительное – отличается от речи устной только тем, что оно не создается в процессе словесной импровизации, но в чтении так же, как и в устной речи, в единстве проявляются мысль, чувство и воля говорящего, поэтому, озвучивая текст, читающий выразительно не только вычитывает ту интонацию, которая вписана в него, но и выражает свое отношение к тому, о чем читает. Собственное отношение к читаемому, и обуславливает различные трактовки чтения. К. С. Станиславский говорил: «Смысл творчества – в подтексте. Без него слову нечего делать на сцене. В момент творчества слова – от поэта, подтекст – от артиста. Если бы было иначе, зритель не («ломился бы в театр, а сидел бы дома и читал пьесу»). [2] Главное, что кроется в выразительном чтении, было выдвинуто еще В.И. Чернышевым: «Читай так, как говоришь». Подтверждение этой мысли мы нахо-

дим и у авторов современных работ: «Устная форма реализации литературного языка используется там, где необходимо живое звучащее слово: агитационно-пропагандистская деятельность (беседы, лекции, митинги), научная (доклады, диспуты), литературно-художественная (художественное чтение, сценическое представление)».[5]

Работа над выразительным чтением основывается на искренности переживаний. Чтобы говорить «с чувством», чтец должен стремиться к словесному действию. Нередко обучающиеся механически проговаривают слова. Но нужно, чтобы говорящий (читающий) осмысленно и целеустремленно общался со слушателями. Для этого он должен хорошо знать, что именно (тема) и с какой целью (идея) он хочет донести текст до слушателей. Постановка конкретной задачи и позволяет повысить действенность речи и чтения. К. С. Станиславский отмечал: «Говорить – значит действовать. Эту-то активность дает нам задача: внедрять в других свои видения. Неважно – увидит другой или нет. Об этом позаботится матушка-природа и бабушка-подсознание». [2] Искусство художественного чтения – самостоятельный вид искусства. Его определяют как «вторичную относительно самостоятельную художественную деятельность, творческая сторона которой проявляется в форме художественной интерпретации». При этом под художественной интерпретацией понимается «трактовка

продукта первичной художественной деятельности в творческом процессе исполнения». Действительно, музыкальное искусство не может обойтись без композитора, и композитор нуждается в инструменталистах и певцах. То же самое справедливо по отношению к драматургу и актеру. В связи с тем, что искусство чтения приобрело свою самостоятельность в результате длительного процесса трансформации устного народного творчества в письменную литературу, авторский стиль многих произведений порой никаким другим искусством, кроме искусства чтения, выраженным быть просто не может. [3]

Таким образом, художественно – выразительное чтение это искусство синтетическое, оно лежит на стыке литературы и сценического искусства. Однако в каждом из этих искусств воплощение произведения осуществляется разными выразительными средствами. В театре пьеса разыгрывается коллективом актеров, в искусстве чтения исполнителем является один человек и он как мастер выразительного чтения передает слушателю произведение, созданное авторами художественного слова.

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ОСНОВНЫЕ МЕТОДЫ ВОСПРИЯТИЯ ИНОСТРАННОЙ РЕЧИ

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***Аннотация:** В статье уделяется особое значение обучению восприятия иностранной речи. Рассматриваются методы аудирования как процесс понимания звучащей речи.*

Ключевые слова: аудирование, прагматический, лингвистический, аудиотекст, экстенсивность, интенсивность, анализ текста, аудитивный.

Для обучения иноязычной речи применяют аудирование как вариант. Чтобы научиться говорить на иностранном языке, нужно научиться слышать устную речь, то есть восприятие речи должно сопровождаться внутренним проговариванием, для того, чтобы говорить внешне, различать языковые средства.

Цель аудирования – это восприятие речи с извлечением информации.

В большинстве случаев люди изучают язык с одним преподавателем в течение нескольких лет. Это также не ведет ни к чему хорошему в плане коммуникативных способностей учащихся, так как происходит привыкание к манере произношения лишь одного человека. Когда же люди слышат речь из другого источника, они не могут понять даже уже хорошо знакомые им выражения. Все это и препятствует пониманию речи на слух большинством людей, изучающих иностранный язык.

Для того чтобы слушать звучащий текст без зрительной опоры, послуша-

ем весь текст, чтобы иметь общее представление. При этом нужно обращать свое внимание на знакомые слова, не замечая незнакомые, зная, что 25% знакомых слов достаточно для извлечения информации.

Прослушав еще раз речь, выберем непонятные фрагменты и запишем их от руки, затем сравним их с текстом.

Чтобы выучить текст наизусть повторяйте за диктором каждую фразу. А для передачи содержания текста выпишите ключевые слова и выражения и по ним вслух пересказывайте о чём шла речь в тексте.

Слушание аудиозаписи устного общения в определенной ситуации, например на работе диалог между людьми, формирует навыки понимания речи собеседника сказанной однократно [2, с.85].

Подумайте какие вопросы могут вам задать и какой должен быть правильный ответ. Запишите, прочитайте вслух эти вопросы. Послушать и посмотреть несколько диалогов на наи-

более типичные ситуации общения. Затем проговорить основные фразы, новые выражения, чтобы запомнив их употребить в нужный момент.

При живом общении нас иногда отвлекают посторонние звуки: шум улицы, офиса, разговоры вокруг. Даже на родном языке мы не всегда можем услышать собеседника с первого раза, и это нормально. Но при общении на иностранном мы просто забываем об этом.

Чаще всего именно наш внутренний голос мешает нам даже больше, чем внешние помехи. Мы сомневаемся, комплексуем, боимся не понять или услышать некорректно, стесняемся переспросить или уточнить непонятное.

Несмотря на это, необходимо помнить, что научиться иноязычной речи можно только в общении с иностранцами или в парной работе на занятии.

Из практики известно, что некоторые люди, особенно дети, попадая в ту или иную страну, довольно быстро овладевают умениями говорения на иностранном языке с носителями языка, не зная при этом правил его грамматики. Языковые нормы иноязычной речи усваиваются ими не в виде осознаваемых правил языка, а чисто интуитивно.

Чтобы добиться успехов в понимании речи на слух, нужно как можно больше прослушивать аудиотексты, диалоги, используя картинки и иллюстрации в качестве зрительной опоры. Понимание иноязычной речи формируется также при речевом общении.

При этом устная речь, как отмечает Е.И. Пассов может сопровождаться мимикой, жестом, интонацией, темпом. Именно при речевом общении слушающий получает значительную информацию [1, с.167].

В учебном аудировании различают интенсивное и экстенсивное аудирование.

Интенсивное аудирование даёт полное или точное понимание звучащей речи. Это достигается поэтапно: предварительные вопросы, процесс восприятия на слух и проверка ответов на вопросы. То есть четко сформулированные вопросы определяют цель процесса восприятия и понимание аудиотекста. При этом учащиеся, зная на что необходимо сосредоточить внимание письменно записывают ответы на вопросы..Экстенсивное аудирование используют как самостоятельный вид работы,используя при этом различные опоры: рисунки, графики, субтитры и т.д.

В ходе учебного процесса экстенсивное аудирование так же контролируется учителем и тоже проходит поэтапно: формируется речевой слух, развитие навыков распознавания грамматических и лексических единиц и понимание содержания прослушанного текста. При учебном аудировании закладывается первоначальный этап для формирования коммуникативных аудитивных умений.

При обучении иноязычной речи важно умение работать со словарем, делать анализ текстов. Тексты могут быть в разных жанрах.Художествен-

ный текст, газетный, публицистически й, и являются базовой единицей обучения иностранному языку. Текст наиболее полно отражает прагматическую и лингвистическую стратегию речевой ситуации.

Лингвистический анализ текста нужен для изучения отдельных языковых явлений. А литературоведческий анализ выявляет его художественную форму.

Имеются другие методы обучения иноязычной речи. Так, по Стиву Кови принцип метода заключается в этапах:

1. Выслушав собеседника, пересказать своими словами услышанное

2. Пересказывать до тех пор, пока собеседник не подтвердит, что его слова поняты слушателем правильно.

3. Переспросить значение отдельных слов или смысл целых фраз

Просмотр фильмов с субтитрами поможет развивать навыки аудирования и заучиванию новых лексических единиц. Если вы слушаете чью то речь

долго, то старайтесь дробить эту речь на смысловые фрагменты, путем проясняются неясные моменты и становятся понятным ход мысли говорящего [3, с.64].

Ошибка большинства людей состоит в том, что они пытаются “сознательно” услышать то, что говорит диктор с экрана или голос из наушников. Однако не стоит пытаться расслышать каждый звук - вместо этого следует ловить общую тональность, то есть слушать “бессознательно”. В этом и есть секрет адекватного восприятия иностранного языка.

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ИССЛЕДОВАНИЕ ФРАЗЕОЛОГИЗМОВ В КАРАКАЛПАКСКОМ ЯЗЫКОЗНАНИИ

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***Аннотация.** В статье автор останавливается на вопросы исследования фразеологизмов в каракалпакском языкознании. В частности, анализируются ряд учебников, монографий, фразеологических словарей, изданных в годы независимости, отмечается исследование некоторых сторон фразеологизмов в ряде научных работ и статей, опубликованных в научных сборниках, и рассматриваемые в них вопросы.*

Ключевые слова: каракалпакский язык, лексикология, фразеологизм, единица языка, богатство слова.

Особенна роль любой единицы языка в выразительной и доступной передаче своей мысли каждым человеком на родном языке другим. Среди прочих определенная языковой вес имеют фразеологизмы.

Чтобы выразительно донести свои мысли другим следует уместно и правильно использовать каждое слово, формы слов, даже ударение и звук. При этом, самое главное богатство слова накоплено в народном языке, а многоголикое богатство народного языка – в художественных произведениях.

Значит, богатство слова зиждется в нашем родном языке, поэтому его стоит учить каждый человек, передовые люди нации, молодёжь, и стар и млад в равной степени.

Каракалпакский язык отличается от тюркских языков и теми фразеологизмами, которые употребляются только в родном языке. В каракалпакском языке фразеологизмы различаются и по смысловому содержанию и

по строению. Фразеологизмы широко используются почти во всех стилях языка, играют большую роль в качестве изобразительного средства и для выявления выразительности и художественности языка.

В каракалпакском языке фразеологизмы очень богаты по смысловому значению. Среди них большое место занимают фразеологизмы, связанные с частями тела человека. Вместе с тем они различны по отношению к частям речи. В каракалпакском языке фразеологизмы отмечаются в ряде научных работ.

Ученый, исследовавший лексику каракалпакского языка Е.Бердимуратов делит фразеологизмы на группы по структуре и значению. [1]. А.Ж.Ешбаев издал «Краткий фразеологический словарь каракалпакского языка». [2]. Т.Жумамуратов составил двуязычный словарь фразеологизмов, то есть словарь фразеологических переводов. [3].

Некоторые смысловые виды фразеологизмов в каракалпакском языке или

его грамматические особенности становятся объектом специальных научно-исследовательских работ. В частности, Г.Айназарова изучает в монографическом плане равных двухкомпонентных фразеологизмов в каракалпакском языке. В данном научном труде всесторонне глубоко и с научной точки зрения раскрываются фонетические, грамматические, лексико-семантические и стилистические особенности равных двухкомпонентных фразеологизмов на основе примеров, продуктивно встречающихся в каракалпакском языке. [4].

А во фразеологическом словаре, опубликованном К.Пахратдиновым и К.Бекниязовым содержатся около 7 тысяч 500 фразеологизмов, употребляющихся в современном каракалпакском языке. Они даны в алфавитном порядке. [5].

Вопросами фразеологизмов в каракалпакском языке активно занимается и А.Пирниязова. Ряд её научных статей посвящены непосредственно фразеологизмам. Особенно, она в специальной статье останавливаясь на лексико-семантических особенностях глагольных фразеологизмов, различает их на фразеологизмы, связанные с психологическими процессами и эмоциями касательно действий, состояния, размышления и рассуждения. Также, отмечает роль ряда глагольных фразеологизмов. [6].

Относительно фразеологизмов опубликованы весомые статьи Б.Юсуповой и её учебник для высших учебных заведений «Фразеология каракалпакского языка». [7]. А в 2011 году издан сборник научных статей под названием

«Актуальные вопросы фразеологии каракалпакского языка». [8].

Осуществляется ряд научных работ по вопросу исследования фразеологии каракалпакского языка, языка художественного произведения. Но в нашем языке не изданы специальный толковый словарь или научные труды в объеме произведения одного мастера слова и по отдельным его вопросам. Считаем, что в дальнейшем должно глубоко изучаться вопросы, особенно семантики, стилистики и грамматического строя фразеологизмов в каракалпакском языке, употребляющихся в художественных произведениях.

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DESIGNING READING MATERIALS FOR ESP COURSES

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***Abstract:** ESP courses meet the specific skills and requirements required of teachers to view and use industry-specific materials from the teachers they teach. In the article, I recommend that ESP teachers work very effectively with the requirements and want to know the language of the target field and prepare targeted learning materials. It describes reading strategies and students' needs based on reading materials and stages of reading activities in designing reading materials for ESL learners.*

Key words: ESP courses, reading, structure, designing materials, strategy, authentic materials.

Reading is one of the four English language skills required for students to improve their knowledge well. If the skill is well mastered, students will be able to understand how to understand texts. They can also understand vocabulary, structure, pronunciation and reading aloud through texts. These sessions can actually include learning other skills, listening, speaking, and writing.

Teachers need to prepare good reading materials to stimulate the learning process based on the needs of the students. Creating creative and fun reading materials is especially important for teachers as a requirement in the delivery of their materials. Therefore, the materials should be placed carefully and systematically so that the learning process can be conducted efficiently and well.

The study on teachers' beliefs and practices of teaching and designing materials for ESP courses conducted by Basturkmen and Bocanegra-Valle [1] re-

vealed that most of the materials developed by the teachers who participated in the research were focused on vocabulary related to the disciplinary or work-related area of the students. When describing the materials development processes, many ESP teachers recalled going through the following stages: (1) identifying suitable source materials, (2) deciding how to use authentic texts, and (3) thinking of real-world tasks.

Tomlinson [2] highlights that material development is a very important part in the teaching processes. Material development can be seen as a field of academic study as it involves reflection, design, production, evaluation, adaptation, and piloting.

As part of the materials development process, first of all, available materials are reviewed, evaluated and selected according to different criteria and with reference to a particular ESP course. Then, if there is a lack of materials, or if materials avail-

able are not suitable according to the specific criteria for evaluation, teachers might be required to develop materials from scratch or abridge, extend, refine, rewrite – in short, adapt – the available materials for a particular learning situation, ESP area, target group of learners, timing or set of resources. There is also the possibility that, although there are materials available for classroom use, practitioners feel the need to provide additional materials for out-of-classroom work or self-study. In this case, the process would not differ.

According to the professor of the Institute of English Language at the University of Michigan, Larsen Freeman, authentic materials are an integral part of language learning [3]. If authentic materials used in teaching a foreign language are related to the subject matter of the focus and profile of training, then to motivate students to learn a foreign language increases. Authentic materials are more effective, interesting and stimulating [4]. In addition, they learn the language of the culture of the language being studied. Texts adapted for more convenient perception, focused on information that teachers plan to teach students, and often contain perfectly formulated sentences, correct statements, questions related to pretexts, corrective detailed answers.

Brown [5] gives strategies for reading comprehension which can apply in the classroom, they are: 1. Identify your purpose in reading a text; 2. Apply spelling rules and conventions for bottom-up decoding; 3. Use lexical analysis (prefixes, roots, suffixes, etc.) to determine mean-

ing; 4. Guess at meaning (of words, idioms) when you aren't certain; 5. Skim the text for the gist and for main ideas; 6. Scan the text for specific information (names, dates, key words); 7. Use silent reading techniques for rapid processing; 8. Use marginal notes, outlines, charts or semantic maps for understanding and retaining information; 9. Distinguish between literal and implied meanings; 10. Capitalize on discourse markers to process relationships.

These strategies can help students to be easier in do reading. Students can practice to apply these strategies continuously until the reading comprehension is understood by the students. All principals should be taught to students well so the students can really understand and apply them to read easily so they can do reading task well.

In conclusion, material design is an on going process. There is always revision, starting from needs analysis to implementation. Even, when the materials are used later, still there must be revision in accordance with the development of science and technology.

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ИБРОҲИМ МЎМИНОВНИНГ ВА ЎЗБЕК ЭНЦИКЛОПЕДИЯСИНИ ЯРАТИШДАГИ ТАШКИЛОТЧИЛИК РОЛИ

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ЎЗМУ КАТТА ЎҚИТУВЧИСИ ХИДИРОВ А.М ТАҚРИЗИ АСОСИДА

Аннотация

Халқимизнинг буюк тарихий галабаси бўлган миллий истиқлол, кўп асрли буюк давлатчилигимизнинг тикланиши осонлик билан бўлмаган. Бу қутлуг ишга замин қўйган миллий истиқлолчилар Маҳмудхўжа Бехбудий, Мунаввар қори, Абдурауф Фитрат, Абдулла Авлоний, Чўлпон, Қодирий, Ибрат каби фидокор инсонларнинг ҳаёти ва фаолиятини, XX асрнинг иккинчи ярмида, совет мустамлакачилигининг қийин шароитларида давом этдирган Хабиб Абдуллаев., Ҳамид Сулаймон, Иброҳим Мўминов, Обид Содиқов, Восиқ Қобулов, Теша Зоҳидов, Ёлқин Тўрақулов, С.Сирожиддинов, давлат ва жамоат арбоблари Нуриддин Муҳитдинов, Шароф Рашидов, Сарвар Азимов, Раҳмонқул Қурбонов, Оқил Салимов, Азиз Тўраев, Ҳамид Зиёев, Азиз Қаюмов каби давлат ва жамоат арбобларининг қутлуг номлари ҳам халқимиз учун азиздир. Мана шу ёрқин плеяда вакилларидан Ўзбекистон Фанлар академиясининг вице – президенти бўлган, тарих ва фалсафани, маданият ва санъат соҳаларининг ривожланиши учун етакчилик қилган Иброҳим Мўминовнинг ҳаёт йўли, миллий истиқлолни яқинлаштириши учун қилган фидокорона хизматлари ибратлидир. Ўзбек халқининг кўп асрли маънавий маданиятининг кўзгуси бўлган Ўзбек совет энциклопедияси Иброҳим Мўминов ташаббуси билан тайёрланди.

Калит сўзлар: Маданият; Маънавият; Фалсафа; Табиий фанлар; Ўзбекистон фанлари академияси; Ўзбек совет энциклопедияси; Маданий мерос.

Миллий энциклопедия яратиш миллатнинг ҳаётида том маънода воқеа саналган. ЎзСЭни яратишда И. Мўминовнинг алоҳида ташкилотчилик ўрни бор. Умумиттифок раҳбарияти

топшириғи билан РСФСР ва қардош республикаларнинг олимлари қатнашган 55 томли русча,, Катта совет энциклопедиясини тузишда жаҳонга машхур Франция энциклопедияси, Гра-

нат энциклопедияси, Брокгауз ва Эфрон энциклопедияси тажрибаларидан, жаҳон табиий илм – фанларида, техника, ижтимоий фанлар тараққиёти натижаларидан фойдаланган эдилар. Катта совет энциклопедияси ва Кичик совет энциклопедияси, Украинада нашр этилган энциклопедияни тузиш тажрибаларини ўрганиш ва фойдаланиш учун, турли фанларнинг тахрирятларини ва бош тахрирятни ташкил этиш, сўзликлар тузиш учун ўн йилча вақт кетди. 1961 – 1962 йилларда бошланган ҳаракат, ташкилий ишлар, молиявий масалаларни ҳал этиб, ЎзСЭнинг 1-томи сўзлигини ва макетини ўша давр талабига мувофиқ 1967 йилда, „Улуғ Октябр революцияси“ нинг 50 йиллиги байрамига нашр этиш режалаштирилди. Бундай байрам тантаналаридан бутуниттифоқ партия ва совет раҳбарияти Октябр революциясини улуғлаш учун фойдалансалар, қардош республикаларнинг зиёлилари ўз фан, маданияти, адабиёти, санъатини ривожлантириш учун фойдаланар эдилар. Иттифоқ раҳбарияти, мустамлакачи советлар буни билар ва тўсқинлик қилар ёки компартия сиёсати талабига мослаштира эди. Ўзбекистон компартия раҳбари Шароф Рашидов доноларча, ўртача йул тутиб, Иттифоқ раҳбарияти, КПСС марказий комитети сиёсий бюроси талабларини ҳам бажарар ва республика миллий зиёлиларнинг ташаббусларини ҳам қўллаб – қувватлар эди. Бу алдов эмас, балки реал, мураккаб шароитга қараб, иш кўриш эди.

1961 – йилда Ўзбекистон Фанлар Академиясининг Тил ва адабиёт ин-

ституда энциклопедия сектори очилди ва бу сектор олимлари бутуниттифоқ олимларининг Катта совет энциклопедияси ҳамда Украина совет энциклопедияси иш тажрибаларини ўргандилар. 1965 – 1966 йилларда ЎзФА Президиуми ЎзСЭ Бош тахририятида физика – математика ва техника фанлари бўлимини, химия – биология, Ер ҳақида фанлар тупроқшунослик бўлимини, медицина бўлимини, ижтимоий фанлар (тарих, фалсафа, тил, адабиёт, санъат) бўлимини ташкил этди ва бу бўлимларни шу фанларнинг атоқли олимлари бошқарадиган бўлди. Ижтимоий фанлар бўлимининг тил, адабиёт ва фольклор секциясида Ҳомил Ёқубов, Ғулом Каримов, Махмудали Юнусов (Шарофиддин Али Яздий, „Зафарнома“сининг форсча факсимил нусхасини нашрга тайёрлашда етакчи бўлган атоқли шарқшунос Юнус Ҳакимжоновнинг ўғли), Лазиз Қаюмов (адабиёт назарияси), Ортик Қаюмов (чет эл адабияти), Археология, этнография, антропология секциясида Исматилла Абдуллаев, Сабоҳат Азимжонова, Бўрибой Аҳмедов, Ҳамид Зиёев, Убайдулла Каримов, Бахриддин Маннонов, Ҳамидулла Ҳикматуллаев, Мели Охунова, Фалсафа ва атеизм секциясида (Москва талабига мувофиқ атеизм кафедраларида бу, фан “ ўқитилар эди, СССР ва Ўзбекистон каби қардош республикаларда қайта қуриш даврида бу кафедралар тугатилди)Абдулла Аюпов, Мубин Баратов, Муталлиб Усмонов ва бошқалар ишладилар.

Ўзбек совет энциклопедиясининг Бош редакциясида А.Шомахмудов, У.Ахроров, П.Тўраев, Д.Шорахмедов, С.Мусаев, М.Аминов, Ш.Юнусов, Я.Шермухамедов, Ғ.Саломов, Ш. Сиддиқов, У.Файзиёва, Д. Файзирахмонов ва бошқалар ишладилар. Шу илмий ва адабий муҳаррирларнинг ишларини тасдиқловчи ЎзСЭ бош таҳрир ҳайъати – редколлегияда Воҳид Абдуллаев, Ғани Абдурахмонов, Рустам Абдушуқуров, Сарвар Азимов, Сулаймон Азимов, Обид Акрамхўжаев, Раҳима Аминова, Аҳмадали Асқаров, Мухтор Ашрафий, Муқаддима Ашрафий, Мавлон Ваҳобов, Ходи Зарифов, Воҳид Зоҳидов, Муҳаммаджон Йўлдошев, Малик Набиев, Комил Нуъмонов (Яшин), Убай Орифов, Хайдар Пўлатов, Ҳамид Сулаймонов, Саъди Сирождидинов, Обид Содиков, Иззат Султонов, Юсуф Султонов, Ўрол Тансиқбоев (рассом), Ёлқин Тўрақулов, Шоаҳмад Шоабдурахмонов, Отахон Эшонов, В.Шчеглов (астроном), Эркин Юсупов, Шавкат Ўразаев, Восил Қобулов, Яхё Ғуломов, Иброҳим Ҳамробоев, Хабибулла Ҳасанов каби машҳур зиёлилар, жаҳонга таниқли олимлар бор эди. Булар орасида Ўзбекистон Фанлар Академиясининг президенти Ҳабиб Абдуллаевнинг номи йўқлиги ҳозирги авлодни ажаблантиради. Жаҳонга машҳур олимларга йўл очиб берган бу аллома ўша йиллар (1965 – 1975) бутуниттифоқ мустамлакачилари томонидан, миллий кадрларни кўпайтирган миллатчи “ деб, ишдан

олинган, мол – мулки мусодара қилинган эди.

Бу фалокат етмагандай, шу йилларда Ўзбекистон Фанлар Академияси президенти Ҳабиб Абдуллаевнинг ижтимоий фанлар (география, адабиёт, археология, жамиятшунослик, тарих, фалсафа, этика, эстетика...) бўйича ўринбосари, ўнг қўли бўлган Иброҳим Мўминов ҳам мустамлакачи советларнинг ғазабини келтирган эди. Амир Темур ҳақида рисола ёзиб, нашр этиши сабабли Москва талаби, шунингдек СССР Фанлар Академиясининг Шарқшунослик институти директори, тожик – ўзбек дўстлигига раҳна солган Б.Ғафуров талаби билан Иброҳим Мўминовни қоралаш авжига чиқди. Ҳақиқий ватанпарвар олимларимиздан Ҳамид Зиёев эслашича, 1968 – йилда Иброҳим аканинг ташаббуси билан, Темур тузуклари “ ва Шарафуддин Али Яздийнинг, „Зафарнома“ нашр этилиши бутун республика зиёлилари аҳлини тўлқинлантириб юборди...¹ Кўп ўтмай, бир гуруҳ олимлар, хусусан М. Ваҳобов, М.Абдурайимов, Набиев ва бошқалар Иброҳим акани ўтмишни идеаллашда қоралади. Ҳозирги назар билан қараганда, булар ва Б.Ғофуров компартия ва совет мустамлакачилари томонида, Ҳабиб Абдуллаев, Иброҳим Мўминов, Яхё Ғуломов, Нуриддин Мухитдинов, Ҳамид Зиёев, Ҳамид Сулаймон, Отахон Эшонов, Иброҳим Раҳим, Алихон тўра Соғуний, Максуд Қориев, Шавкат Ўразаев, Ёлқин Тўрақулов, Обид Акрамхўжаев ва

¹ Ҳамид Зиёев. Буюк Амир Темур салтанати ва унинг тақдири. Т., „Маънавият“, 2008, Б.128.

бошқалар миллий истиқлолчилар томонида ҳаракат қилдилар. Мана шу зиёлиларимиз Иброҳим Мўминов раҳбарлигида Ўзбек Совет энциклопедиясининг 14 – томини барча илм – фанларга доир қимматли билимлар хазинаси сифатида тайёрлаб, нашр қилиши ўзбек халқи буюк маданиятининг кўзгуси ва хазинасига айланди. ЎзСЭни тайёрлашда Брокгауз ва Эфрон, Оксфорд, Берлин, Франция, Россия, Украина энциклопедиялари, Туркия нашр этган „ Қомусул – аълум “ „, Исландия энциклопедияси каби нашрлардан фойдаланилди.

Ўзбек совет энциклопедиясининг биринчи томининг намуна нусхаси – макетида 2835 мақола ва 573 библиографик маълумот бўлиб, шулардан фалсафага доир 134 та, иқтисодга доир 63 та, давлат ва ҳуқуқ соҳасида 50 та, педагогика ва психологияга доир 51 та, умумий, жаҳон тарихига доир 292 та, СССР тарихига доир 56 та, марксизм – ленинизм ва КПСС тарихига доир 32 та (буларга жуда кам ўрин берилиши ҳам катта жасорат эди), астрономия ва геодезияга доир 60 та, археология ва этнографияга доир 112 та, тил, адабиёт ва фольклорга доир 381 та, шарқшуносликка доир 162 та, математикага доир 81 та, техникага доир 109 та, мусиқа, театр ва кино ҳақида 103 та, архитектура ва тасвирий санъатга доир 62 та, биологияга доир 187 та, геологияга доир 89 та, медицинага доир 165 та мақола бор эди. Бу мақолалардан кўпларига иллюстрациялар, хариталар, схемалар, библиографик маълумот, таржимаи ҳолларга

олимларнинг фотолари берилган. ЎзСЭ 1-томининг макети кўп нусхада нашр этилиб, Россия, Украина, Арманистон, Грузия, Озорбайжон ва бошқа қардош республикаларнинг етакчи олимларига тақриз учун юборилди, улар бу ишга қизиқиш билан қарадилар, баъзи камчиликларни кўрсатиб, асосан ижобий фикрлар билдирдилар.²

ЎзСЭнинг 1-томида Абдулла Авлоний, Абдулла Ансорий, Абу Али ибн Сино, Аҳмад Фарғоний, Алишер Навоий, Али Қушчи, Адабиёт, Асотирлар, Албания, Арманистон, Англия революцияси, Абовян, Арслонхон, Абдуллахон, Антанта (I жаҳон уруши вақтидаги ҳарбий иттифоқ), Аристофан, Аристотель, Адолат, Ассирия, Афина академияси, Атом энергияси, Анархия, Антик адабиёт, Пьер Абеляр (файласуф, „Эленза“ асари муаллифи, Жан Жак Руссо ундан илҳомланиб, „Янги Элаза“ асарини ёзган), Ангола, Африка, Америка қитъаси, Амазонка дарёси ҳақида мақола, расмлар ва хариталари бор.

ЎзСЭда советлар мустамлакачилиги даврининг талаби акс этган бир хусусият – унда ВКП(б)нинг ташкил этилиши, унинг барча съездлари ва уларда кўрилган масалалар муфассал берилганидир. Агар шундай қилинмаса, умуман Ўзбек Совет энциклопедиясини тузишга руҳсат берилмас эди. ЎзСЭ ташкилотчилари, редакторлари ва муаллифлари Иттифоқ марказини ҳам рози қилган ҳолда бу қомусда халқимизнинг, Ўрта Осиё халқларининг

2 И.Мўминов. Избранный произведения в 4-х томах. Том 4.Т.,„Ўзбекистан“,1977,стр. 161-165.

қадимий ва бой маданий, маънавий меросини, турли фанлар ва халқ хўжалигидаги улкан ғалабаларни дунёга танитишга, ёш авлодларга турли соҳаларда қомусий билимлар беришни мақсад қилдилар ҳамда бу мақсадга аъло даражада эришдилар.

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АЕРО ГЕОЛОКАЦІЙНИЙ ЕКОЛОГІЧНИЙ КОНТРОЛЬ

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Ключові слова: безпілотний апарат, аеро геолокація, звалища, екологія.

Проблема смітників стоїть перед людством, мабуть, з того самого часу, як воно з'явилося на землі. В даний час проблема забруднення є не просто труднощами, це вже екологічна катастрофа глобального характеру, яку необхідно терміново вирішувати [1-3].

Сильний поштовх екологічного забруднення дала промислова революція, яка відбулася в дев'ятнадцятому столітті в Англії. Одним з основних її досягнень стала поява і досить швидке поширення фабрик, на яких поряд з ручною використовувалась машинна праця. Протягом двох століть відбувалася еволюція цих фабрик, які в сучасному світі перетворилися у величезні підприємства, що повністю автоматизовані [2-3].

На превеликий жаль, поряд з такими досягненнями технічний прогрес

має і масу недоліків, одним з головних серед яких є глобальне забруднення Землі відходами. Три тисячі переповнених смітневих полігонів і десятки тисяч нелегальних смітників становлять небезпеку для природи й людей. Вирішення вищеозначеної проблеми неможливо без чіткого та різнобічного контролю розсташувань, поширення та зберігання відходів. Через критичну ситуацію з локацією не тільки легальних, але й стихійних сміттєзвалищ виникає потреба в контролі та обстеженні значних територій [1,3].

Виконати дані завдання можливо лише тоді, коли науковці екологи йдуть в ногу з часом та тісно співпрацюють з спеціалістами суміжних дисциплін. Таким чином екологи, з метою оптимізації обстеження значних ділянок та виявлення сміттєзвалищ, почали за-

стосовувати високоточні безпілотні пристрої для візуалізації та геолокаційної розвідки.

Пропонована методика має ряд вагомих переваг над відомими способами виявлення забруднень:

- висока мобільність;
- здатність швидко обстежити значні території;
- фіксація на камеру високого розрішення;
- секторальне обстеження території;
- цифрова обробка відзнятого матеріалу (дата дослідження, оцінка рельєфу, визначення довготи та широти локації звалищ, визначення об'єму і розміру звалищ);
- деталізована планова та перспективна оцінка локації стихійних звалищ;
- кількісна та якісна оцінка звалищ, їх прив'язка до рельєфу;
- можливість дослідження забрудненої території з надмалої висоти;
- дослідження огорожених та закритих для проходження екологів територій тощо.

Однак, окрім переваг, аеро геолокаційний екологічний контроль має і недоліки, а саме:

- висока вартість безпілотного апарата;

- необхідність наявності під час дослідження кваліфікованого спеціаліста-пілота;
- тривалість аеро геолокаційного контролю прямопропорційно залежить від ємності батареї безпілотника;
- необхідність спеціалізованого програмного забезпечення.

Але, незважаючи на недоліки, аеро геолокаційна методика екологічного контролю сміттєзвалищ значно допомагає екологам в їхній роботі. Тільки поєднання базових методів дослідження та новітніх цифрових технологій створює підґрунтя для розвитку науки і вирішення проблем забруднення світу.

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THE SENSEFORMING FUNCTION OF METAPHOR AND METONYMY

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Abstract. The article is devoted to the processes of metaphorization and metonymization, which extend both with the development of language and with the development of scientific and technological progress. It is proved that the stylistic figure, as a result of the combination of heterogeneous components of content that arose in context, is implicitly separated from the context, reveals both in metaphor and metonymy the meaning and provides its adequate understanding among the native speakers. The conducted research gives grounds to claim that metaphor, metonymy express the thought as clearly and accurately as words in direct meanings. This makes it possible to consider them as independent meaningful components. The article confirms the idea that the metaphorical process of creating meaning is influenced by both the imagination of man and the development of society. We come to the conclusion that the metaphor represents the vertical axis in the semantic processes of termination, provides its semantic unfolding, and the metonymy, respectively, the horizontal axis. Thus, stylistic figures of metaphor and metonymy perform both nominative and conceptual semantic functions in common and special contexts.

Keywords: metaphor, metonymy, meaning function, conceptual function, invariant sign, metaphorical transfer, implicit meaning.

Formulation of the problem. The use of metaphorical transference as an expression of associative thinking plays a key role in scientific knowledge. The metaphorical nomination completely fulfills the task in the communication process, creating an accurate, relevant scientific image of the nomination. We agree with the traditional view in linguistics that there are connections between meanings in terms of similarity (metamorphic changes in meaning) and connections in spatial and temporal contiguity (metonymic changes) (A. Darmsteter., B. Smart and others). As a stylistic figure, the metaphor performs both imaginative and effective function of

speech. Preferably, through metaphor and metonymy, polysemic terms are formed, where the initial meaning of the word and the terminological terminology can serve as the basis for each subsequent transfer.

Analysis of recent research and publications. Metaphor operates in different terminologies, which gives impetus to scientific linguistic studies, among which work is devoted to the study of the specifics of the functioning of the metaphor in different terminosystems (Dmytrasevych R. Ya., 2014, Ivina L. V., 2003, Koval O. P. , 2012, Crystal S. M., 2003, Kupina A. V., 2009, Mishlanova S. L., 1998, Romanyukha M. V., 2007 and others). According to V. Leychyk, "the

cause of ambiguity in the middle of the term-system may be the “assignment” of a term value, which has common features with the meaning of a term expressing other concepts” [6, C.135-145]. R. Langacker believes that the starting point for semantic analysis of the term is an integrated conceptualization that can have any degree of intrinsic complexity. It can be represented as a set of semantic markers or semes, where the cognitive domain as such is an integrated conceptualization rather than a semantic marker [9].

Highlighting previously unresolved parts of a common problem. The article attempts to identify the features of associative-terminal motivation in English psychological terminology, which is metaphorical. The basic methods of metaphorical transference and the types of metaphors that are a rethinking of human cognitive activity are also revealed. It is stated that the metaphorical term is a complex structure in which the knowledge of the marked object and the set of certain semantic features that reflect the new knowledge of the world are fixed .

The purpose of the article. To determine the theoretical and methodological basis for the study of English basic stylistic figures that supplement the terminology of the field of psychology. To identify the role of metaphor and metonymy in the process of creating English terms of psychology; to distinguish models of metaphorical transfers; to analyse the semantic typology of stylistic figures.

Presenting the main material. In linguistic research, it is argued that in addition to the nominative function, the metaphor also performs a conceptual function, which is based on its ability to form new concepts based on already formed concepts. The conceptual metaphor is the creation of a new concept. W. Hack argues that metaphor is a universal way of forming new linguistic names based on existing ones [3, C.11-26], that is, metaphor is an example of dynamics in the field of lexical semantics. Because various objects are combined by some new feature, joining on the basis of this feature to the class of concepts, it allows to use the name of one of them to refer to the other. Metaphorization extends with the development of language and the development of scientific and technological progress.

Therefore, we tend to believe that, through some hierarchically organized operations, the human mind is capable of comparing semantic concepts that are, to some extent, not comparable. Each word has many components or features in its content. Their free combination promotes the emergence of new content, new meaning. In the process of use, some of the components of the content of the word, minor, are separated in a context where of all the possible meanings of a word in a language, in speech, there is only one meaning - meaning related to a communicative act [5]. Consequently, the stylistic figure, as a result of the combination of heterogeneous components of content that has arisen in context, is implicitly separated from the

context, reveals both in the metaphor and in the metonymy of meaning and provides its correct understanding.

For example, Peril (n) - (1) danger, risk; in peril of one's life - risking one's life. He commanded the army during a time of peril - He commanded the army during a time of danger. (2) what causes the danger. - Slippery roads are dangerous for drivers. (3) At one's peril - at your own risk. - You ignore this warning at your peril - You ignore it at your own risk [Webster].

Scientific observations give reason to claim that metaphor, metonymy express thought as clearly and accurately as words in direct meanings. This makes it possible to consider them as separate semantic components. Aristotle also formulated the intuitive ideas of transfer meaning, who believed that: "a metaphor is a hidden comparison, which is to convey a thing to a name and to something else" [1]. This was obviously the first use of "metaphor" as a special term. Thus, metaphor is a semantic process where the form of a linguistic unit is transferred from one referent to another on the basis of one or another similarity of subjects / concepts in the mind of the speaker:

According to some linguists, in particular, the similarity of figurative comparison and metaphor is undeniable [7]; [11]. In word-formation, the metaphor emerges in context as a new word, distinguishing in the subject an aspect that was not before, and therefore, which had no name: Branch - a branch (road) - a branch of a road; (amer.) power - the Executive Branch - executive power;

the Judicial Branch - the judiciary; the Legislative Branch - the Legislature [DS].

The fundamental difference between metaphor and semantic analogy, in our opinion, is that in the first case, the transition of a linguistic sign from one semantic category to another, and in the other, the development of its meaning within the same category. In any case, the speaker does not capture, and does not notice a "jumble" semantic transition. Compare: "girl" - (1) "female child"; (2) "young unmarried woman"; (3) "female servant or employee"; (4) "informal sweetheart"; (5) "informal woman of any age, single or married", where the word "girl" does not necessarily refer to a young woman, but also to a single older woman f. e. "A girl of sixty years", which in its further development has become meaning "woman of any age, both single and married." Similarly: (1) "tropical" - "peculiar to the tropics" (tropical plants, tropical heat) → (2) fig. "Very hot, ardent, tropical climate"; "Tropical clothing" [Webster].

The facts of the differential semantic approach in word formation, which involves the separation of two main types: metonymy and metaphor, are well known in linguistic studies. Given that it is impossible to exhaustively analyze all possible varieties of metaphors, let us limit ourselves to the most important ones. In the choice of metaphor, the most common role is played by the external similarity of objects in which the common component is clearly traced. That is, in the process of generalization of the concept, from it (the concept) is

distinguished and the sign that is relevant for communication.

External similarity can be joined by the fact that as a part of the whole, it resembles in its content a part of another whole. Such a relation may be the main reason for the metaphor, and the similarity of form no longer plays a role in this. In addition to the external similarity we include here the similarity in function: "leg" - "human leg, table legs, beds" and so on. The variability of the word denotation is manifested in the metaphor in cases where the phonetic envelope of the word and its meaning are unchanged. The same word is applied to another object of reality, and with the same word they begin to name another object:

Fusion - (1) (joining together) (background.) Fusion of sounds; (2) merger; alloy of metals - the fusion of metals. His work is a fusion of several different styles of music [DS]. These transpositions of words from one denotation object to another, new in space and time, or the same functions are different kinds of metaphor.

In cases where the word, without losing its previous connection with the denotation, acquires a new association with the new denotation, we are in front of a metaphor. As soon as the "transition" of the name became entrenched, a new word appeared in the word along with the previous meaning. In fact, we have the same word before us, but in a different sense. And in this sense, we speak of metaphor as the "limit" of variation of the word by denotation. The emergence of a new meaning of the signification

immediately "overgrown" with new features, creates the prototype of the future new concept: "the head of the family" - "head of the family"; and "the head of a flower" - the head of the chapter - the title, section; the head of the procession - the head of the procession, columns; the head of the street - the beginning of the street; the head of the tone - introductory remarks, introductory remarks, etc. Apparently, the differential sign of "human head" was abstracted, generalized in order to use to distinguish other concepts such as "human head" and the metaphors "the head of a mountain (page)" - "top of the mountain (page)", etc. formed by the same token of "top", "importance" [Webster].

Here the development of the system of meanings of the word is felt in two main directions. On the one hand, there is a change in denotation - a process that underlies the metaphor, and on the other, the content of the signifiers is constantly deepening due to the organic interaction of the system of meanings of words and the system of scientific concepts. Metaphor and its variety is one of the main means of vocabulary development. The meaningful function of metaphors is realized in different directions. Let's call the main ones: (1) from nature to the inner world of man, (2) from the body of man to his spiritual qualities, (3) from one phenomenon of nature to another, etc.

Let's return to the analysis of metaphor as the main meaningful function of language. In all metaphorical changes, the sign of the original concept is

unchanged: in the word "nest" - (1) "nest", "bird dwelling" "human community"; (2) "a hole in the board at the bottom of the boat where the mast is installed"; (3) "recesses in the machine where the axles or rods are mounted"; (4) "picking words from one root" [DS].

Consequently, the concepts described by the word nest are very different; if the recesses for the mast installation can be equated with the "recesses" in the machine, then the "bird house", "human community" and "selection of one-root words" do not fit here at all. However, the common invariant "repository" attribute, which encompasses and integrates all the objects and things mentioned (eggs, birds, relatives, words), is in all cases communicatively relevant as a common semantic core. Therefore, we consider: (1) the content of the metaphor can be viewed on the basis of logical analysis; (2) metaphors form groups on the principle of "parallel inclusion", that is, each successive value tends to be the main invariant as its stable component, as illustrated in such a scheme.

Here, we confirm the idea that both the imagination of man and the development of society are influenced by the metaphorical process of meaning-making. "Transfer" by function has much to do with metaphor, since it is based on the similarity of features and has its place in polysemy [7]. The sample material confirms that the metaphor has no semantic constraints, it can make any sense while maintaining the semantic invariant dominant. At the same time, we

attribute the metaphor to a specific entity that supports it within values that are directly or indirectly related to reality.

In the process of exploring the mechanism of metaphor formation, they identify the main regular models of metaphorical semantic transition, which is a complex multifaceted process of "generation" of new meanings, and leads to a complete "rearrangement" of the semantic structure of the word. The noun is characterized by the highest versatile metaphorical performance: the word "bridge" in computer technology contains a metaphorical change of meaning based on the similarity of the functions of two objects and causes us some associations with the road bridge, which also performs the function "Connection": "bridge across a waterway"; and "bridge the gap in understanding between different cultures" - the common component of which is "anything resembling a bridge in shape and function", anything resembling a "bridge" in medicine, technology, optics, social relationships, etc. [Webster].

Consequently, the meaning-forming function of a metaphor is a complex system-forming unit that generates sets of derivatives motivated by the same word "bridge" in different combinations.

In trying to understand the mechanism of "generation" of metaphorical meaning, one must imagine that metaphor is a collection of meanings that denote a certain class of objects, phenomena, actions by the common indication of the nomination of another, similar to this class of object or individual.

Weinreich argues that using metaphor, one can express an opinion as accurately as in other words. It (metaphor) therefore arises that there is no other word that can express its meaning [2]. In the process of knowing things, a person first compares them, reveals a similarity between them, and, in order to consolidate their knowledge, gives a new object the name of an object already known to it, so the metaphor does not appear in context as a completely new word, it realizes from a number of features that corresponds to a specific speech act.

The vocabulary used to describe a person, the structure of his body, the names of human and animal body parts, is especially easily and often used to refer to special terms. The largest group consists of words based on a metaphorical transfer of similarity of form and function: mouth (n) - "mouth and mouth" (1) external orifice in head; (2) river outfall, river mouth (= where it joins the sea); the mouth of a cave [DS]. What is obvious here is that the commonality, the unity of the word-term is conditioned by a semantic center or semantic core: "mouth-like opening", rivers, caves, etc.

Hence, as a consequence of the process of metaphorization, new meanings are obtained. That is, a metaphor in language creates names capable of identifying pre-existing objects. Metaphorically formed, the term "calls" a new denotation in the name of a common well-known phenomenon, since both have some common feature: Fire (v) - (diff.) (1) dismiss from work; from to fire - shoot someone, something; and - blush;

- novelty - change of place and condition.

Obviously, it is appropriate to recall the well-known statement of Lakoff G., Johnson M. that metaphor permeates all our daily lives and is at the heart of thinking [8]. Therefore, it is logical that the term takes on a new meaning because of its immanent meaning. Penetrating into professional language, the metaphor gradually loses its imagery, associativity and acquires strict terminological meaning. In the case of metaphorical term formation, the scientific lexicon is supplemented by the common vocabulary.

Thus, in the metaphorical term, a fixed knowledge of a marked object and a set of some semantic features. For example, a brave person is called "lion" - "lion" - kind, brave, strong, etc., because in the mind of man it was identified with the lion. Since the substance "lion" has different objective attributes, among which "courage" is "courage", the human consciousness abstracted this quality. Thus, on the basis of the seven "courage", a new concept has emerged that makes it possible to use the word "lion" in relation to man.

It is important to identify patterns of transposition of meanings of concepts from one sphere to another, which is reflected in changes in the meaning of words. The aforementioned animal name is "lion" in relation to humans, which of course denotes appearance or character traits, as well as "horse", "bear", "donkey" etc. - "horse", "bear", "donkey", etc. can also be used in the field of material objects or appropriate mechanisms (crane, doggy, goat, etc.).

Lion is a kind and strong man; as bold as a lion - brave as a lion. Horse - frame, stall, stand. Bear - an uneducated rude man; - act like a bear; be clumsy. Donkey is a fool, a donkey, etc. [Webster].

As a result of the interaction of the two components, the main and the secondary, a metaphor is intensified, a new concept that cannot be expressed in another non-metaphorical way.

A kind of path, - metonymy (<gr.- metonymy - renaming) - a stylistic figure that denotes a semantic process where the form of a linguistic unit "moves" from one referent to another on the basis of one or another related feature. It is a universal means by which the name of one thing is replaced by another, which it refers to by ideas, having close relations with each other. The simplest case of metonymy is the relation by which we mean a part of the whole (Pars pro toto) or vice versa - (Synecdoche) - (<gr. - synekdoche - get together). In metonymy and its variant, the displacement of a name between things is associated with the actual contiguity of physical contact or contact in different ways of thought, such as "a fleet of fifty sail" - a fleet of fifty sailboats.

Metonymy by its classification can contain both specialization, specification of lexical meaning, and generalization, ie "transition" to the corresponding generalized meaning [4]. Such metonymic categorization and, as a consequence, the desemanticization of the lexical meaning leads to the fact that it, so to speak, "outgrows" its own framework, its form constantly becoming

an expression of the corresponding categorical meaning. Let's compare the interpretation of a series of phenomena as semantic "transitions" from part to whole and, conversely, that is, in terms of synecdoche as a metonymic transposition, where part is replaced by whole or whole: "many mouths (people) to feed" - "feed many "mouths" (meaning people).

In our view, the difference between metonymy and metaphor can be interpreted as the difference in the "horizontal" and "vertical" plans of semantic processes: metonymy occurs between different categorical meanings, whereas metaphor - only within the same meaning (see below).

However, in such cases, it is necessary to differentiate between the levels of the (cumulative) categorical and individual-lexical meaning of the word. At the basic word-formation level of general categorical meanings, there is a metonymic transition between such values as the object, its action, or the action directed at it, say: "a mother" - "to be a mother (a child)" - "to be a mother (to a child)".

At the level of lexical, individual meanings, this categorical transition can also be complicated by an implicit comparison, that is, a metaphorization that enables a person to create similarities between very different individuals and classes of objects, because there is nothing more fundamental to thinking in language, - wrote Quine WO - than our sense of similarity [10]. This feeling is a common impetus for the formation of both metonymy and metaphor, giving

meaning to the semantic process of meaning-making. The actual speech situation can be unfolded in two semantic ways: the same trait can go into another context or similarity or contiguity, that is, on the axis of "metaphor" and on the axis of "metonymy", because, according to Whately R., metaphor is a word that replaces another "word", given the similarity or analogy between what they denote [11].

Conclusions. Thus, metaphor and metonymy, while being in a syntagmatic relation, identify the whole part (metonymy) and semantic unfolding (metaphor). Given that the metaphor represents the vertical axis in the semantic processes of termination, provides its semantic unfolding, the metaphor in quantitative terms outweighs the metonymy. Therefore, metaphor is first and foremost a semantic shift in meaning, and metonymy is a semantic shift in reference. Performing an identification function in a sentence and focusing on the position of the subject and other agents, metonymy performs this function through reference. The research of nominative and conceptual features of metaphor and metonymy in psychological discourse in the article opens the prospects for further analysis of these units from the standpoint of cognitive linguistics.

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LINGUAL AND MENTAL MODEL OF METAPHORS IN THE CONCEPTUAL PICTURE OF THE WORLD

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The connection between the conceptual system of language and its lexical-semantic system is reflected in the traditional search for the relationship between linguistic and conceptual pictures of the world for modern linguistics. In the transformation chain that originates in deep thought structures, there is no connection with the surrounding world, and the metaphorical mode itself is internally closed. The metaphorical process involves not only the participation of the mind, the human brain, but also the world, in the triad with which the metaphor appears as a kind of node man - metaphor - the world. In this theory, psycholinguists underestimate the role of metaphor in thinking as a conceptual metaphor. However, we put forward the idea that metaphor plays a key role in the organization of knowledge and the creation of new concepts. This approach to the metaphorical phenomenon makes it possible to determine the cognitive status of the metaphor. Metaphor provides the limits of understanding the unknown sphere or reconstructs the concept of the familiar, contains cognitive potential and has great

heuristic power. In this article we try to justify the existence of cognitive metaphors that allow us to identify a common worldview of native speakers, a way to create and layer on top of each other, intertwined conceptual pictures.

The scientific works of N. Arutyunova, E. Cassirer, E. McCormack, V. Teliya are devoted to the various aspects of the metaphor [7; 10; 12; 16]. In particular, in foreign linguistics the mental model was studied by M. Black, D. Davidson, J. Lakoff, R. J. Searle [4; 6; 9; 14]. According to comparative theory, the implicit meaning of a metaphor is an explication of a virtual, literally unexpressed metaphorical meaning. In this vein they understood the metaphor - I. Apresyan, F. Batsevych, N. Kryukova, V. Petrov and many others [1; 3; 8; 13]. A. Vezhbytska, A. Myroshnychenko, O. Taranenko present a new vision of the mechanisms of metaphor formation as mental categories in their scientific works [5; 11; 15;] and a number of other researchers ..

Finding and establishing mental models that are hidden behind certain linguistic phenomena, as well as finding

out the peculiarities of the linguistic explication of certain mental models is an important aspect of the research against the background of the tasks before it, psycholinguistics and linguocognitivism. Modern research shows the fact that the metaphor in its static or dynamic manifestation is present at all stages of cognitive-speech activity of man, aimed at structuring the surrounding reality and creating its linguistic picture. The term mental model most accurately reflects the essence of the phenomenon, as it indicates one of its representative features, which is key in the conceptual picture of the world, namely the modelling and structuring in the human mind of linguistic facts.

It is obvious that the proposed theory covers metaphors that have lost their imagery and are part of the lexical-semantic mode of language and are fixed by lexicographic publications, while creative, authorial metaphors are ignored. Metaphor seems to be intertwined with certain conceptual systems (schemes), because language does not exist in a vacuum, but is an integral part of the triad of thinking - language - cognition. This approach allows us to interpret metaphor as the main structure of semantic innovation, to focus on the pragmatics of metaphorical construction, speech or intellectual actions, which have not yet been the subject of a separate scientific search.

Metaphorization is undoubtedly one of the processes of emergence and representation in the language of not only linguistic but also mental models. Now in linguopsychology a new view of metaphor

has been formed as a phenomenon that "permeates our entire daily life and is manifested not only in language but also in thinking, because our ordinary conceptual system is metaphorical in nature. Metaphors as a linguistic expression become possible precisely because they exist in the conceptual system of man" [30, 390]. This conclusion was reached by J. Lakoff and D. Davidson through linguistic research based on linguistic facts and gained access to metaphors that structure our perception and thinking [9, p.387-416]; [6, p. 174-188]. The linguistic picture of metaphor studies is multifaceted and testifies to the leading trend in the further perspective of studying metaphor in an anthropo-oriented direction. That is, the metaphor appears as a manifestation of the activity of the "linguistic personality", which compares itself and the world within the acquired empirical and cultural experience [8, p.81-86].

The multi-vector metaphor is determined by its multifunctionality, namely the ability, as evidenced by researchers to perform fundamental functions: nominative - to give individual names or to act as a nomination; expressive - to appeal to the imagination; suggestive - to appeal to intuition, ie to influence the addressee; cognitive - to determine the way of thinking about the world or its fundamental parts, to create an idea of a particular object or category of objects [3, p. 30-37]. e.g. A Juda's kiss - the kiss with which Juda betrayed Jesus - bibl. the kiss of Juda; kiss of peace - a ceremonial kiss, embrace, or handclap

used in Christian liturgies and esp. the Eucharistas a sign of fraternal unity-church Eucharistic unity during Christian liturgies.

In particular, foreign researchers of the cognitive nature of metaphor, distinguish its modelling function, which is its ability to act as a tool of cognition of the object, which is called or denoted and, thus, to transmit additional information about it [10, p.358-387]. In addition, the metaphor also performs axiological and creative functions, which indicate the property of the metaphor in the first case to express the author's modality, and in the second - to create the artistic reality of the text [7, p.33-43].

Interesting is the opinion of the researcher A. Miroshnychenko who considers the metaphor as a kind — “one meaning instead of another, which is fully consistent with the principle of the sign in general — “something instead of something” [11]. In turn, proponents of the substitution model believe that: “a) metaphor is realised in a word isolated from the context; b) words have two meanings: direct and figurative; c) the metaphor is the substitution of the direct term; d) substitution is based on the relation of similarity; e) between direct and indirect terms there is cognitive equivalence in the absence of figurative” [14, p.307-342]. e. g. to kiss the child for the nurse's sake - hypocrisy, act selfishly; kiss and tell - telling details of private matters.

In our opinion, metaphorization is not a semiotic process that arises as a result of replacing one meaning with

another, because the meaning of metaphor is not identical to the literal meaning of words and phrases in language, so metaphorization is a semantic and perhaps even genetic process in language. Quite the opposite approach in the study of metaphor is proposed by the representatives of the so-called anti-semantic substitution theory, which completely rejects the possibility of any substitutions, because they believe that metaphor is completely devoid of cognitive potential and metaphorical meaning. So contradictory is the statement of M. Black that “metaphor can not be paraphrased, because it does not convey anything but its literal meaning, ie it belongs entirely to the sphere of use” [4, p. 153-173] and therefore the researcher proposes to abandon the idea that metaphor has any meaning or significance (except literal). In our opinion, metaphor creates similarity, there are cases of omission of many links of associative connections - up to the tightness of the metaphor, i. e. its complete non-decoding or at least to nonsense. e. g. The wind gently kissed her hair - A light breeze played her hair; to kiss away one's tears - to dry tears with kisses; to kiss a baby - here. skip a glass.

Expressing our theoretical considerations regarding comparisons and metaphors we note. that the analysis of the essence of metaphor is connected not only with the rules of grammatical nature, but with the quality of semantic transformations inherent in metaphor. Metaphor as a process is always richer than a simple comparison, in which the

relevant objects exist in parallel, independently and quite isolated from each other, maintaining the distance between the compared objects and phenomena; this is a single case of assimilation of two objects. Here we share the opinion of researchers that mental models are directly related to one way or another interpreted fragment of reality can be modified according to different tasks, in particular used to interpret language and derive inferences “[5, p.142-153; 2, p. 5-33]. It is in the metaphor that one feature is layered on the whole object and its complete identification. We believe that the demarcation of metaphor and comparison is carried out not only structurally but also semantically, where the comparison is more specific, indicates a sign of similarity, and metaphor implies this sign. e. g. to kiss the Bible - to kiss the Bible; take an oath before a judge; to kiss the dust / ground - to be morally humiliated.

We believe that comparative theory does not provide advice on cognitively “opaque” metaphorical innovations in the case when the feature on the basis of which the metaphorization is difficult (or impossible) to model. The opinion is quite correct. that “the purpose of the metaphor is not a mechanical replacement of a formal comparison or any other statement, without the metaphor it would be difficult for us to find any analogy between A and B” [1, p. 27-36]. According to M. Black, the metaphor does not express, but models the analogy, it is the “driving force” of comparison.

Let us add that the interpretation

of a metaphor for a pragmatic purpose is not identical with its literal meaning, because the metaphor is full of meanings, and always, at least if it is a creative metaphor, there are always so-called semantic nuances. Thus, it is almost impossible to exhaustively and adequately convey a non-standard, paradoxical metaphorical meaning, using standard syntactic constructions that do not contain these meanings. After all, for the most part, the speaker therefore uses a metaphor to denote concepts that have not yet occurred in the linguistic reality and have not yet become the property of the dictionary. We completely agree with the scientist that “the shortcomings of paraphrase are not burdensome verbosity, excessive explicitness and defects of style, but that it is deprived of the penetration into the essence of things that are inherent in metaphor” [12, p. 68-82].

Scientific research has shown that in the process of metaphorization, mostly qualitative features are amplified, i. e. metaphor does not name, but characterizes the object. it is created by predication to the main subject. That is, the metaphor-predicate appears as a category that has greater cognitive capabilities, because it retains the internal form of thought. In this case, the sign is not simply added to the value of the denotation, but is attributed through comparison with another value. After all, in language there are processes of metaphorization of identifying vocabulary, which give new names to certain classes of subjects. In fact, in this case, the metaphor appears as a purely

technical technique and is a resource of nomination, rather than a variation of meanings.

Thus, the researcher J. Empson (quoted in [14, pp. 307-342]) questions the possibility of using the term “metaphor” in relation to such formations, because in nominative metaphors there is only a substitution of one name for another. Thinking in a communicative perspective, we note that the metaphor is a kind of center, core, basis of communication and is its essence. Scholars have proven the creativity of metaphor, its epistemological function, because, “when we use metaphor, we have two thoughts about two different things at the same time, and these thoughts interact in the middle of a single word or phrase, the meaning of which is the result of word substitution. or contextual shifts, while the metaphor is based on the borrowing or interaction of ideas and change of context” [16, p. 184-187].

In turn, V. M. Teliya quite rightly notes that “metaphorization is a process of such interaction of the proposed entities and operations, which leads to the acquisition of new knowledge about the world and knowledge about their 0-speech. Metaphorization is accompanied by the incorporation into a new concept of signs of already known reality, reflected in the meaning” [16, cit. etc.]. Such metaphors have absorbed the whole cultural, intellectual tradition. Such a metaphor is oriented in a pragmatic space, but it is characterized by uniqueness, provides for deviations from the norm, free operation of meanings, the

coupling of which is sometimes a synthesis of incompatible, contradictory. The meaning of metaphor is explained against the background of discourse, the very figurative expressions do not exist in isolation, but in a semantic format. e. g. to kiss the hare’s foot - to be late, to come very late, etc.

Note that at the semantic level metaphor is a semantic process of interaction of the hyposema (often connotative, which has a rational or stylistic (evaluative, emotional, expressive) nature of one seed with hyper-, hyposema of another seed, resulting in an innovative seed that actualizes the syntax, their probable and hidden meanings. The latter reflect the human factor in language, i. e. the reflection of the consciousness of a particular linguistic personality in relation to the lexical meaning of the word.

The considered concepts of metaphor complement the actual cognitive theories, according to which metaphor is interpreted as a verbalized way of thinking about the world. Scientists seek to understand the cognitive status of the metaphor in terms of: “conceptual”, “computer”, “basic”, “ontologica” metaphor. It can be hypothesized that analogy has a prior place in permanent semantic processes. The fact that metaphor is genetically and evolutionarily primary and that it reproduces both our language and thinking, researchers stated, arguing that “thinking is metaphorical, and from it arise language metaphors” [13, p. 196-220].

Verbalization is the basis of a conceptual metaphor through which

information from a more familiar area can be used to fill gaps in the interpretation and understanding of another area. According to researchers, the conceptual metaphor is “a cognitive process that expresses and forms new concepts, and without it, it is impossible to gain new knowledge” [15, p. 11-16]. Such metaphors define the way of thinking about different conceptual areas and function to verbalize concepts, indicating that there were no verbal expressions to them. The conceptual metaphor appears as an invariant structure that has absorbed the age-old experience of human development of the world.

The considered theories reflect only the specifics of a certain group of metaphors and demonstrate a one-sided approach to the study of the studied linguistic phenomenon. It is obvious that metaphorization is a complex and heterogeneous process that functions in heterogeneous manifestations. Basic-cognitive metaphor is a way of conceptualizing the world, which determines the existence of linguistic metaphors. Nominative metaphor becomes a resource of nomination of new denotations on the basis of transfer of signs on similarity (form, colour, function) among already existing denotations. In conclusion, thus, metaphor as a linguistic and mental model is formed as a result of semantic interaction (intersection, coexistence, not replacement or transfer) of meanings (sem) of a new meaning (new seed). At the same time, it allows for future conceptual shifts and semantic changes,

expanding the potential lexical possibilities of the thesaurus and discourse. Thus, as a conclusion, we can say that in each commonly used or special context, only the potential meanings of metaphorical units are actualized, the main feature of which is the realization of their numerous semantic nuances.

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