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disciplines and the ability to communicate not only in the native language but also in a foreign language.

Of course, the above knowledge, skills and abilities to carry out professional activities are only a small part of the knowledge, as well as skills and abilities that are formed in the process of learning foreign language professional communication. However, their consideration allows to more clearly define the goals of teaching a foreign language to future professionals, as well as to rationally select the content of education that takes into account the communicative needs of students in these specialties. The internal relationship of communicative needs and learning goals dictates the way of expressing communicative learning goals by transforming the identified communicative needs through the levels of necessary communicative competence and lists of communicative tasks solved by foreign languages. In this case, the content of teaching a foreign language for professional communication is an indicator of qualitative and quantitative characteristics of the level of communicative competence as a result of language learning for students of non-language specialties.

Thus, we believe that a foreign language for professional communication helps the development of the student, his professional orientation. It has great educational, developmental and developmental potential. All this is able to provide solutions to the problems facing teachers and students within the profile-oriented learning of a foreign language.

The scope of further research includes the study of the peculiarities of learning a foreign language by students of technical specialties of higher educational institutions.

Conclusions. The process of mastering a professional professional foreign language terminology system is a complex set of methodological and didactic tools used by a teacher to implement the main task of a non-language university: accumulation of terminological vocabulary and its active use in professional language communication, as it has become a mandatory component of professional competence.

Constant and regular work with authentic foreign texts provides processes of passive and active mastery of the terminology of a particular field of knowledge and science. It is important to remember that post-text exercises should be based on the development of students' communication skills, taking into account the processes of consolidation and activation of foreign language professional material.

The methods and practical tasks of working with the text discussed in the article are effective because they allow students not only to process, comprehend and critically evaluate the information provided, to highlight certain features of the use of certain English terms in the field, but also to form a terminological basis for further expression. within this topic. Thus, optimal conditions are created for mastering and accumulation of professional specialized terminological systems, certain grammatical rules and stylistic features of each lexical unit both separately and in a certain context. Communicative and problem-based practical exercises allow to diversify classes and interest students.

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TRANSLATION STUDIES AND SUMMARIES IN ENGLISH AND UKRAINIAN. METHOD OF ANALYSIS AND SYNTHESIS.

Abstract
The article is devoted to the peculiarities of taking notes as one of the active methods of teaching in modern higher education. The main approaches to this issue in the historical context and modern pedagogical science are summarized. The positive and negative consequences of summarizing during lectures are analyzed. The article attempts an contrastive analysis of the grammatical features of the address in Ukrainian and English. Approaches to determining the syntactic status of forms of address are described. The peculiarities of the morphological structure of the units of the sphere of appeal in both languages are analyzed.The author defends the methodological expediency of using the finished printout of lecture material. To achieve the effectiveness of the application of "perceptual synopsis" in working with students, a number of practical recommendations for its compilation and design.

Key words: *method of taking notes, educational process, lecture, student audience, methods of independent work, perceptual synopsis, speech inversion, grammar of address, vocative, appellate constructions, contrastive analysis. Optimization of modern higher education involves the acquisition by a future specialist of detailed theoretical knowledge and practical skills, obtained in the most economical way, with minimal time and effort. Therefore, the main engine of development of teaching methods is the search for new forms, methods and techniques that would meet the requirements of today.*

One of the traditional ways to enhance cognitive activity is to keep notes. According to the definition of the "Ukrainian Pedagogical Dictionary", a synopsis is a short written statement of the content of a book, article, lecture, etc. The abstract consists of a plan, summarized the main scientific provisions, facts and examples [3, p. 115]. The main advantages of keeping a synopsis, the author of this reference book includes: "the formation of the ability to separate the main from the secondary from heard or read; clearly and consistently present the material; development of logical thinking "[3, p. 115].

From historical sources we learn that keeping notes in the classroom was practiced at the time of the founding of the first high-level schools. Initially, abstracts were made in the form of scrolls. Subsequently, students recorded the lecture material on pre-stitched sheets of paper. Since fast writing ink contaminated the written text, in their free time students rewrote the notes "cleanly" [4, p. 123-124]. The outstanding Slavic pedagogue-educator Feofan Prokopovich in his "Spiritual Regulations" advised students and teachers to take short notes while studying the scientific literature: "To read wise books and rewrite their favorite places" [8, p. 70]. F. Prokopovich (1681-1736) believed that careful elaboration of a scientific text has a significant didactic benefit: "A teacher would ask every student which author he reads, and what he reads, and what he rewrites. And if he did not understand something, the teacher would explain it to him "[8, p. 70]. Note that even today, keeping notes is an integral attribute of classroom (mostly lecture) classes. Teachers often resort to checking and evaluating abstracts. The presence of a neatly designed abstract is considered a sign diligence and discipline of the student. Modern scientists-educators studying verbal and visual teaching methods are unanimous that the synopsis is not only a source of knowledge of the subject, but also an important means of developing students' mental activity (A. Aleksyuk, Yu. Babansky, V. Onishchuk) [1, 2, 7]. In our article, we will limit ourselves to the study of abstracts that students lead during lectures. Consciously omit the question of summarizing educational literature, laboratory observations, creative assignments, etc. In the literature on education at the university, it is noted that keeping a summary record is the key to success in mastering the study material. To this end, the student needs to develop the skill of differentiating the information obtained during the lecture. Students are recommended to keep notes in different ways - planned, textual, thematic [5].

The authors of manuals on higher school pedagogy note that in preparation for the lecture, the teacher must pay attention to the optimum volume and content of the material intended for taking notes. Teachers are encouraged to prepare a series of logical digressions to avoid the routine of lecture presentation and mechanical recording. To facilitate the process of taking notes, the pace of reading the lecture should not exceed 100-120 words per minute. It is proposed to use the so-called "Frame" ("signal") method, when the teacher repeats twice the thesis intended for writing. To increase the efficiency of summarizing in the lecture session, it is recommended to use textual and graphic visualization [1, 2, 3, 7]. Each form of language realization is characterized by appeal, ie focused on the real or imaginary recipient [8, p. 214]. The appellate function receives its material expression through language units called the addressee. Such units in linguistics are called "appeals", "units of appeal", "vocatives" and so on. They were and are in the field of view of researchers, they are considered in grammatical descriptions of the language system in general and specific languages in particular [10, p. 2]. Addresses in Ukrainian and English have both common and different features, which is caused by typological differences between languages, as well as cultural and other non-linguistic factors. Modern research, including contrastive research, focuses on the sociolinguistic features of treatment and the dichotomy "society :: language", leaving the analysis of grammatical features on the periphery. The study of treatment on the material of Ukrainian and English will allow to more fully establish the features of the grammar of these units, namely their morphological expression and place in the grammatical system of the language.

In Ukrainian and English linguistics, different terms are used to denote phenomena belonging to the sphere of appeal. In the Ukrainian scientific literature, along with the term "address", the following are also used: "vocative form", "exclamatory case", "vocative", "appellation", "nomination of the addressee of speech", etc. [1, p. 228]. The existence of such a variety of terms can be explained by the complexity of the syntactic nature, polyfunctionality, difficulties in differentiating the dominant and variant functions. these units [5, p. 63]. The term "address" is considered by some Ukrainian linguists, including P. Dudyk, V. Simovych and M. Skab, to be asystemic and vague, primarily because it is a copy of the Russian "conversion" (first used in the grammar of F. Buslaev (1959 year) [10, p. 31]). For a long time, scholars have distinguished between two main meanings of "address": address as a speech act (address situation) and address as a linguistic material that performs this speech act, ie a unit of grammatical and lexical system of language [1, p. 228]. Today, some researchers suggest denoting the term "appeal" only a communicative act, and for units that serve as a material expression of the appellate function, use the terms "vocative" or "nomination of the addressee of speech" [1, p. 228].

In Western linguistics, somewhat different names are used for similar phenomena. For units that perform

an appellate function, the term "forms of address" ("terms of address" or "forms of address" [14], [13], [15], [16]) is generally accepted, which emphasizes the orientation of forms appeals to the addressee and focuses on their sociolinguistic properties. The term "vocative" is also widely used, which differs in content from the Ukrainian "vocative". There is no phonetic case in English, so the use of the term "vocative" in relation to English forms of address will mean either "vocative form" or "vocative function", while in Ukrainian "vocative" means either the form of the phonetic case or function.

Since it is difficult to come to a common denominator in this case, in this study we will use the terms "appeal" and "appeal units" to name specific language units that perform an appellate function, and to denote the collective term - the terms "forms of appeal". or "units of the sphere of appeal" (the term is used by M. Skab [10]).

A thorough study of the inversion of language and the implementation of its appellate function begins in the late 19th century. The first works of domestic grammarians devoted to the address consider it as an insert element in the sentence structure. Proponents of the syntactic nature of the address considered it to be an alien element and unrelated to other parts of the sentence. One of the founders of this approach, Soviet linguist O. Peshkovsky compared the status of units of appeal in a sentence with a bullet sheltered by the body [6, p. 404]. While acknowledging the existence of semantic connections between the elements of appeal and other members of the sentence, the scholar at the same time rejected the existence of formal connections. Such ideas dominated Soviet and Ukrainian linguistics until the mid-20th century.

The interpretation of the syntactic nature of the forms of treatment changes over time. The categorical assertion that they are not a member of the sentence, but only an insert construction, replaces the new ones - that there is a specific connection between them and other members of the sentence. This connection is called "appellate" by some researchers to show its difference from the conjunctive or subjunctive [2]. Attempts to establish the syntactic status of the address led to the theory of the so-called "third-order sentence members", which are connected to other members of the sentence by "relative connection" [9]. In addition to exclamations and interjections, such members of the sentence also include appeals. For the first time, people started talking about the independent status of treatment in the second half of the 20th century, in particular with the appearance of O. Shakhmatov's works. It is a Russian researcher O. Shakhmatov was one of the first to express the opinion that the address is a member of the sentence. To confirm his position, the linguist identifies a subtype of a single-syllable "vocative sentence" that not only names the addressee, but is also able to express the speaker's emotional reaction to the interlocutor's words or motivate to action. As the researcher M. Skab emphasizes, in such a sentence the address is the only main member that contains the modal-temporal characteristics of the sentence [11].

In English linguistics, the vision of the place of address in the sentence structure is more unified. Depending on their syntactic status, appeals are divided into: "free" and "dependent" [13, p. 303]. "Free" appeals are those units or phrases (usually substantive) that contain an indication of the addressee, are used for direct addressing, are outside the sentence and are not with other members of the sentence in a relationship of coherence or subordination [17, p. 62], and therefore is not a member. "Dependent" appeals, in contrast, are always part of the sentence structure - they are directly related to the predicate and have an independent syntactic status. The semantic-syntactic structure of appeal units is formed by the subject part of the content (subject appeals) and the predicate part of the content (predicate appeals) [10]. Subject appeals are words and phrases that identify or describe the addressee and are used for direct addressing. Subject appeals are also called "vocatives" or "direct addresses" [16]. This type of address is realized through the forms of nouns or other substantiated parts of speech: "Hey, old man! Just wait! "/" I am not an old man, sir! / As you can see, I am a haidamak "[23, p. 100]; O all you host of heaven! O earth! What else? [25, p. 32]. Predicate appeals - appeals are integrated into the syntactic structure of the sentence, which are realized through the subject parts of speech and verbs in the imperative mood. Unlike subject appeals, which only describe or identify the addressee, predicate appeals are part of the motivational construction in the imperative sentence [16]. Central to the structure of the predicate address is the implicit or explicit "you" ("you"), which is expressed by a noun in the accusative case (the accusative form of the noun) or the corresponding pronoun, which indicate the address to the addressee: Listen, man. I tell you in all sincerity and I do not want anything from you for this advice. Don't give up deceive! [22, T. 20, p. 304]; Thou art a scholar. Speak to it, Horatio [25, p. 42].

Approaches to the classification of subject and predicate appeals in Ukrainian and English differ. Well-known Ukrainian linguist O. Ponomarev classifies vocatives according to the expected reaction of the addressee [7]:

1. Own treatment - units that require immediate response of the addressee. We most often find them in dialogues and polylogues, where there is direct communication;

2. Rhetorical appeals - this type of appeal is similar in form to its own address, but differs in content and purpose. Rhetorical appeals are most often used as a stylistic means to reproduce the emotional state of the speaker, his preferences, thoughts and feelings. Rhetorical appeals are characteristic of artistic and journalistic texts. It is interesting that this subtype of appeals underlies the stylistic figure - the apostrophe. An apostrophe is an appeal to an absent person as a present, as well as an appeal to personified natural phenomena [4, p. 58]. Apostrophe- Fa is deeply rooted in the people's consciousness, it is due to the tradition of harmonious life with the environment. This figure is often found in mythological plots and in various genres of folklore: Oh my God! / My yellow slanted! / Not to

have a mother comb, / The driver shakes with a whip! [21, p. 28].

3. Semi-rhetorical appeals combine the features of the two previous subtypes. They are designed for a certain reaction, although not direct, and at the same time convey the emotional state of the lyrical hero or author: Luba Lilichko and gentlemen, I wish you all happiness on every road [20, Vol. 11, p. 9].

In Western linguistics, vocatives are often classified according to their functional characteristics. Traditionally, there are two large groups: appeals-calls (calls) and direct appeals (addresses) [19, p. 788]. Appeals-appeals serve to attract the attention of the addressee: Tom, 'I inquired,' what did you say to Wilson that afternoon? [24, p. 190]. Direct appeals are used to maintain or enhance contact between the speaker and the recipient: "I'm glad, Jay." Her throat, full of aching, grieving beauty, told only of her unexpected joy [24, p. 96].

The first is "dictation" (initiated mainly by students). Its signs are a slow reading of the material, with frequent repetitions and clarification of punctuation. The lecture becomes boring, the use of TCO is significantly limited, no examples are given, the audience is not involved in the dialogue. With this method of taking notes, students resort to the maximum fixation of everything said by the lecturer for subsequent reproduction in seminars, tests, exams. Therefore, keeping notes is aimed at preparing for various forms of control.

The second - "non-stop" is practiced mainly by young teachers. Its feature is the presentation of educational material without repetitions and spelling remarks. The lecture is rich in logical digressions, various clarifications, numerous examples, which saves the audience from fatigue. In addition, students have the opportunity to engage in dialogue, the method of problem-based learning is activated. However, this significantly complicates the process of taking notes. Due to the fact that students (especially elementary school students) are not able to highlight the main and are afraid to miss something important, the synopsis is kept in fragments, or everything said by the lecturer is recorded. Such a synopsis does not reflect the main content, because the text is closely intertwined primary and secondary components.

As a rule, experienced teachers develop their own style of lecturing. The study material is presented in a comprehensible form with clearly defined outline components. However, the optimal way of teaching is formed with experience, and requires from the teacher a deep and comprehensive knowledge of the discipline, a sense of the psychological climate of the audience, mastering the skills of correction of lecture material in accordance with the cognitive ability of students.

Note that during the lecture students are introduced to scientific information that must be perceived, understood and remembered. However, a student with ordinary abilities can memorize only a small part of the lecture material. The reason for the low efficiency of mastering the content of the lecture is not the negligence of the student, but the complexity and number of operations performed by him during the lecture. After all, the lecture consists of a package of successive questions, each of which should be listened to, written in the synopsis, understood and memorized. Often there is a situation when the student has not yet had time to perform the operation with one segment of the lecture material, and the teacher has already moved on to the presentation of the next. Then the student begins to take notes of the lecture, without thinking about its content.

Given the above difficulty, it is proposed to implement the so-called

"Perceptual abstract" (from the Latin perceptio - perception - the process of active reflection in the consciousness of the information received). Perceptual synopsis is a logically structured and accessible lecture material of a certain academic discipline. Students receive a syllabus in printed form during the first lecture.

The following rules should be adhered to when drawing up the abstract:

1. The synopsis is divided into main sections (topics) of the discipline.

2. It is expedient to divide into two parts: in the first part the content of lectures is given, in the second - plans of seminars.

3. The synopsis of the lecture provides for the presence of the following components: the title of the topic; plan (3-5 points); list of recommended literature (optimal number of 4-8 items); presentation of the content of the lecture.

4. The volume of the lecture should not exceed 5-7 pages of A4 format printed according to the requirements of the Higher Attestation Commission.

5. In the content it is recommended to highlight parts of the text using bold, italics, underlining, etc.

6. In addition to the text in the abstract should be placed graphic material (in the most simplified version).

7. If necessary, a list of conditional abbreviations is indicated at the beginning of the synopsis.

8. The abstract is printed in the form of a brochure (Times New Roman font size 10, single space, field size 1.5 cm).

9. At the end of the brochure it is advisable to leave 1-2 blank pages for notes and notes of the student.

10. If possible, place the lecture material in the form of a web resource on the Internet, and encourage students to observe its changes and additions.

In order to identify the technical feasibility of preparing "perceptual abstracts" conducted a survey of 42 teachers of the Pedagogical Institute of the Carpathian National University named after Vasily Stefanik (5 professors, 27 associate professors and 10 assistants).

The results of the survey confirmed the assumption that the vast majority of teachers (80%) prepare lecture notes not in thesis or plan, but in textual form. The survey also confirmed the technical feasibility of creating lecture notes, as 95% of teachers have the opportunity to use a computer at the department, and 100% at home.

Exclamations and direct appeals are also distinguished by their position in the sentence. The

American researcher A. Zwitski claims that "appeals-exclamations are actually limited to the initial position in the sentence (preposition)" [19, p. 787], although they may be preceded by exclamations and amplifying particles: O, my lord, my lord, I have been so affrighted [25, p. 40]. Appeal-exclamation inside a sentence signals the change of one sentence to another. Direct appeals, in addition to the initial position in the sentence, can also occur after introductory insertions, greetings, exclamations and insertions, and so on. According to their structural organization, vocatives in Ukrainian and English are divided into two major classes: simple (consisting of one word) and common (two words or more). Although the general division is the same, but at the level of detail revealed

There are some significant differences.

Simple references in the studied languages can have the following formal expression:

• common noun or proper name

The main morphological difference between Ukrainian and English vocatives is in the endings of the exclamatory case. The exclamatory case is such a natural form for the Ukrainian language that Ukrainian authors T. Shevchenko, M. Gogol, V. Korolenko use it even in their works written in Russian [7, p. 222]. English belongs to those languages that have never had the accusative case as such, and therefore uses the nominative case to form units of appeal.

• pronoun (second person singular or plural)

In the Ukrainian language, there are three pronouns to denote the second person - "you", "you" and "you", which are indicators of social and social distance between speakers. In English, there have historically been three forms of pronouns: thou (to address one person), yit (to address two people) and ye (used in situations where you need to address more than two people) [15, p. 25]. Over time, these forms became obsolete and the pronoun "you" remained as a universal address, which does not reflect either the quantitative characteristics of the addressees of speech or the nature of relations between speakers. More typical for Ukrainian than for English is the use of diminutive suffixes, which is an integral element of the so-called intimacy appeals. Diminutive-loving forms of address are typically used in the discourse of children and parents, in the communication of lovers and loved ones: "Oh, when will we get married, / Little girl-rose?" 20, Vol. 5, p. 9]; The mother-in-law rocked the child / And the child sang: [21, p. 30]. Diminutives actualize the differential seven meanings and act as carriers of emotional and evaluative information. All diminutives perform an expressive function, which gives the expression of expressiveness, imagery and conveys an emotional assessment [12, p.146].

Differences in formal expression are also found at the level of common appeals, which can be expressed through:

• full name

Ukrainian names traditionally consist of a proper name, patronymic and surname. The name and patronymic are also used in the official communication of Ukrainians. For the English-speaking world, a more typical formula is middle name (sometimes a middle name). In addition to these traditional forms, variants are also possible [15]: 1. name + surname;

2. name + middle name (typical of rural areas of the United States); 3. diminutive form of name + surname; 4. initials of the first and second name + surname.

• phrases with personal pronouns

In English, noun constructions with personal pronouns are often used as references. It is the pronouns that enrich the meaning of the appellate unit with evaluative nuances, negative or positive connotations [15]. The construction that has a positive assessment is most often formed by the following formula: possessive pronoun + adjective + noun, where the possessive pronoun reduces the social distance between speakers and translates the conversation into a more intimate or friendly tone: He tells me, my dear Gertrude, he hath found / The head and source of all your son's distemper [25, p. 44].

Similar types of constructions are used in the Ukrainian language. They also have a mostly positive color: Genius, my pigeon - but did the wave go away forever? Will such an opportunity never come back? [21, Vol. 20, p. 407]; My poor Ukraine, / Trampled by the dungeons! / Ukraine, Ukraine! / My heart, baby! [23, p. 44]. The next large group of appeals are predicate appeals. In both Ukrainian and English, there are several constructions that can be used to express the predicate part of the content of the appeal. There are more such constructions in the Ukrainian language, which is partly explained by the morphological marking of Ukrainian vocatives and verbs in the imperative mood, as well as the distinction between persons "you", "you" and "you", which do not exist in English. Ukrainian researcher of the field of appeal M. Skab singles out 18 possible appellate constructions, including constructions with zero subject and variations with the second person singular and plural. It should be noted that the effectiveness of work with the "perceptual synopsis" activates a number of pedagogical techniques that can be used by the lecturer during the lesson. Indeed, in the absence of dictating, time is saved (on average from 15 to 20 minutes), which contributes to a variety of methods of cooperation between the lecturer and the student audience. Here are some guidelines practiced by the author during lectures.

For example, at the beginning of a lecture, an express test can be carried out - 4-6 questions or problematic tasks based on the material of the previous lesson. Students independently verify the answers received with the correct options, and report the results to the lecturer using pre-agreed signals. This will make it possible to understand how much the audience is ready to perceive the new material.

The main part (in the process of presenting new material) assumes:

1. Reading fragments of primary sources. In this case, the text is read not by a lecturer, but by a student chosen from among the listeners. It is important that all planned texts are voiced by different representatives of the audience. In the future, the listeners themselves can choose the "readers". This condition encourages students to develop diction, improve oratory skills, and

form the ability to convey the style of the original source being read.

2. Listening and viewing audio, video materials. The content of the proposed material is selected, as a rule, by the teacher. However, it is necessary to stimulate the student audience to independently search for relevant materials, which (after approval by the teacher) are advisable to integrate into the educational process.

3. Schematization of the problem under study. The lecturer does not offer ready-made schemes. The outline is outlined with simultaneous commentary. This helps to engage the audience in its creation. Students express their guesses, put forward hypotheses, provide comments, offer their own version of the schematic reflection of the studied.

At the end of the lecture.

1. Answers to questions. It is important to ensure that students' questions are answered not by the teacher, but by the listeners who better understand a certain segment of the lecture material. In this case, the lecturer clarifies and complements the answer.

2. Final discussion. The teacher should encourage the audience to give examples that support the theoretical provisions set out during the lecture.

At the stage of preparing the synopsis, the teacher needs to think over the questions and tasks for independent work on the materials of the lecture. Tasks can be both reproductive and creative. Examples include the following tasks:

- drawing up a chronological table of important events in the history of the formation and development of the academic discipline;

- a schematic representation of the relationship between concepts and categories;

- search for alternative definitions of concepts and compare them with those given in the synopsis;

- drawing up your own extended lecture plan;

- preparation of historical information about the life and work of outstanding personalities, whose names are mentioned in the lecture;

- drawing up questions for discussion.The researcher calls the invariant appellation construction: the verb in the second person singular of the imperative mood + the name of the addressee in the form of the exclamatory case: Grow up, son, for fun, / for the glory of the Cossacks, / for fortune-tellers! [22, p. 57].

In addition to the forms of the imperative mood, predicate appeals are also realized with the help of constructions in which the predicate is expressed by the functional equivalent of the imperative mood of the verb [10].

In English, the number of formal implementations of the predicate part of the content of the appeal is smaller. Researcher R. Tsanuttini distinguishes "basic" types of imperative subjects. According to her, such subjects contain a coded reference to the addressee, which they implement through the projection on syntax - they come into a special connection of semantic and syntactic agreement with the predicate [18, p. 200]. The main imperative subjects of the researcher include:

1. zero subject - in imperative sentences zero subject should be interpreted as a reference to an indefinite range of recipients or as one that contains a reference to several recipients: Eat! Don't leave now!

2. mandatory subject. The pronoun in the second person can be considered the subject of the imperative predicate: You do it!

3. quantitative subjects - individual collective pronouns can act as subjects of the imperative predicate: Everyone say "hello" to the principal [18].

Typological differences between Ukrainian and English are reflected in the appeal systems of both languages. Language units that name the addressee are denoted by the terms "address", "vocative", "appeal units" and so on. The appellate function of language is realized through the subject (vocatives) and predicate (forms of the imperative mood and their functional equivalents) part of the content of the units of appeal. In Ukrainian and English different approaches are used to classify vocatives, differences are also found at the level of their morphological expression. The predicate part of the content of the appeal in both languages is expressed through imperative constructions, which are more in the Ukrainian language. The question of the syntactic status of appellate units remains ambiguous.

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ЛИНГВОКОГНИТИВНЫЙ АНАЛИЗ ИДИОМ ТРЕХ ЯЗЫКОВЫХ КУЛЬТУР МИРА: РУССКОЙ, АНГЛИЙСКОЙ И НЕМЕЦКОЙ

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LINGUISTIC AND COGNITIVE ANALYSIS OF THE IDIOM IN THREE CULTURAL LINGUISTICS: RUSSIAN, ENGLISH AND GERMAN

Аннотация.
В данной статье проводится сравнительный анализ фразеологизмов русского языка и идиом английского и немецкого языков в контексте когнитивной лингвистики. В данном исследовании учтена лингвокультурная составляющая и национальные особенности представителей вышеназванных народов. Понятия «фразеологизм» и «идиома» рассматриваются в гипонимическом отношении.
Abstract.
This article provides a comparative analysis of the phraseological units of the Russian language and the idioms of the English and German languages in the context of cognitive linguistics. This study takes into account the linguacultural component and national characteristics of the representatives of the above peoples. The concepts of «phraseological unit» and «idiom» are considered in a homonymic respect.

Ключевые слова: фразеологизмы, идиомы, гипонимические отношения, языковая картина мира, лингвокультурология.
Key words: phraseological units, idioms, homonymic relations, linguistic picture of the world, cultural linguistics.

Предметом рассмотрения данного исследования является огромный языковой пласт высказываний, которые либо лишены стандартного набора преобразований, либо вовсе не допускают никаких смыслопреобразующих изменений своей формы.

По мнению многих отечественных лингвистов, таких как А.В. Кунин, Ш. Балли, Н.Н. Амосова, Н.А. Красавский, устойчивые лексические единицы - это фразеологизмы, в то время как за рубежом ученые называют данное понятие идиомами. Поэтому, в рамках данной статьи мы проследим сходства и различия идиом и фразеологизмов и акцентируем внимание на филигранности речевых отклонений.

Согласно Амосовой Н.Н. фразеологизм или фразеологическая единица (ФЕ) - это лексикоморфологическое единство, идиома, устойчивое сочетание слов, которое характеризуется постоянным лексическим составом, характерным грамматическим строением и известным носителем данного языка [Амосова, 2009].

По мнению зарубежных лингвистов, устойчивые сочетания слов, обозначающие фразеологические единицы называются «идиома» (idiom). Употребление термина «идиома» для обозначения таких особенностей языка, которые воспринимаются как речевые аномалиями, нарушают правила грамматики и законы логики [Смит,1998].

Таким образом, утверждения Амосовой Н.Н. и Смита Л.П. подтверждает гипотезу о том, что ФЕ и идиома – это один и тот же объект изучения лингвистов всего мира, но трактующаяся в разных языковых культурах несколько иначе, так как у каждой страны своя картина мира и восприятие его. Но споры в этом отношении продолжаются и по сегодняшний день.