УДК 811

1. COGNITIVE EXPLORATION OF LANGUAGE AND LINGUISTICS

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LANGUAGE MEANS INTERACTION IN THE REALIZATION OF ENGLISH PROVERBS COMMUNICATIVE FUNCTION

It is well-known that realization of the proverb pragmatic aim in the process of communication is related to its emotional, volitional and aesthetic influence on the addressee. Therefore proverb communicative function should be regarded as sociolinguistic, with its further differentiation into evaluative, influencing and generalizing subfunctions, whose effectiveness can be achieved through interaction of numerous linguistic and extralinguistic factors. Consequently within the scope of our research aimed at the study of prosodic organization of a proverb, it is necessary to analyze the language means' interaction in its communicative function realization.

A frequent use of proverbs in oral communication is interrelated with the application of various phonetic means, capable of arousing certain psychical states in the listener and contributing to proverb memorization due to alliteration, assonance, rhyme, regular rhythmic structure, etc.

Besides, proverb prosodic organization is usually shaped by traditional stereotypes, consisting in combining certain vocabulary with corresponding intonation patterns. As a rule, such typical prosodic features comprise contrasted logical stresses, decelerated tempo, narrowed voice range, melodic fluctuations, falling tones of final intonation groups, etc.

Moreover, the specificity of proverb prosodic organization is determined by image-bearing tropes, represented by similes, metaphors, metonymies, hyperbolas, litotes, antitheses, and others. For instance, the antithesis "good – evil" is realized due to voice range fluctuations and changes in melodic contour, while the antithesis "large – small" is achieved by means of contrasted pitch levels.

Proverb expressiveness is increased by figures of speech, formed by specific syntactic structures, e.g.: inversion, rhetoric questions,

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A MOBILE PHONE IN A CLASSROOM: TURNING AN ENEMY INTO AN ASSISTANT

Any teacher of a high school/university has experienced frustration, irritation or even anger being interrupted by a student's ringing mobile phone in the midst of his/her lecturing. Strict procedures have been worked out, drastic regulations have been introduced, nevertheless a mobile phone is being regarded as an enemy of teaching or training. However, when teaching Business English, you can easily turn a mobile phone into an indispensable assistant by using the opportunities this piece of modern technology brings in. Specifically, we would like to point out several applications based on media features of a mobile phone.

Listening to MP3 files. Modern mobiles phones are equipped with external memory slots usually up to 2 GB, which turns them into MP3 players. You can ask your students to allocate 200-300 Mb for audio files supplied with any modern textbook. As a rule audio tracks are provided on CD disks attached to Student's book, they can be copied to PC and then by using Bluetooth™ wireless technology which enables a secure wireless mini network between different Bluetooth devices, within a standard range up to 10 meters be downloaded into a student's mobile. Generally speaking, downloaded files could be transferred to the phone via all the different connectivity modes, including infrared and cable connectivity. The media is stored locally on the mobile phone, in the built-in memory or on a memory card. As nearly all mobile phone are provided with stereo headset, the necessary track can be individually listened both during the lesson making unnecessary tape recorders or the use of computer laboratory and during student's spare time in public transport or in the reading room. In the classroom a teacher can connect his mobile to an amplifying device like Music Desk Stand MDS-65 for Sony Ericcson to make his audio files stored in his mobile phone sound louder.

A specific type of visual and audio aid is *podcasts*. Podcasting is the distribution of audio and video files, such as radio programs or music videos over the Internet for listening or viewing on mobile devices. The term *podcast* can refer to both the content and the method of delivery. The subscription feed is what distinguishes a podcast from

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a simple download. A teacher's mobile phone can also be used for this purpose. First of all, it is possible to subscribe to RSS delivery. In Messages box of a mobile phone choose New Subscription. When studying Business English, one of the best subscriptions is that of the British Council "Professionals". To subscribe to it, you chose http://www.learnenglish.org.uk/rss/xml. The podcasts titles will periodically be sent to your mobile phone and when you are interested in the specific one visit. http://www.britishcouncil.org/professionals-podcast-english-listening-downloads-homepage.htm and download the podcast of MP3 format and its script. You can download the MP3 podcast into your or student's mobile phone and treat it as a regular audio file. The downloaded script may facilitate the comprehension of the audio file and it can easily be transformed into handout and distributed among the students.

8. LEXICOLOGICAL ASPECTS OF LANGUAGE LEARNING AND TEACHING

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TERMINOLOGICAL OBJECT VERBAL WORD-COMBINATIONS AS AN ANALYTICAL TOOL OF ECONOMIC TEXT TRANSLATION

Translation of economic texts is of a specific nature. Adequate translation of texts in economics requires specific abilities: precision of translation and knowledge of terminology and theoretical economic concepts, relevant background knowledge and creativity employed while producing the target text.

Being the objective of the translation process, the translation of economic texts should be started with identification of translation units that can be helpful in specifying the theme of the text. In our opinion terminological object word-combinations (TOWC) can serve the purpose of conveying the semantic and cognitive information embedded in the text as they embody condensed information about relevant situations in the sphere of economy.

Structurally TOWC consist of a verb and object in postposition: