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THE "NEW" NON-SYSTEMIC OPPOSITION IN RUSSIA

*Eliseeva Natalia**Saint-Petersburg State University*

Abstract. *The article reveals the process of formation of the non-systemic opposition in Russia after 2010. It also presents the factors that distinguish a new non-systemic opposition from the traditional one.*

Keywords: *opposition, nonprofit organization, political technology, political technology, Internet*

Lately the oppositional public-political associations have been closely observed and analyzed that is connected with a public beginning of the non-systemic opposition which is to change government in Russia.

Nevertheless, initially attention was drawn to emergency of the oppositional leaders and then to the oppositional parties and public-political organizations. A special scientific interest is not only the preconditions of a new non-systemic opposition but also methods of its emerging as a real active oppositional force, its apogee impact and further its decrease with attempts to reform. Besides all mentioned above, there are ways and methods used to perform the oppositional activity to consider.

The political opposition has several definitions. Anna Tanova calls a political opposition an organized group of active individuals united by their awareness of common political interests, values and goals and who struggle with the reigning subject for the dominating status in the system of the government bodies [1]. By the topology the opposition can be systemic (parliament) and non-systemic (non-parliament). For Russia the institution of the political opposition is not a new phenomenon because it took its roots at the beginning of XX c., when having signed the Manifest of 17 October, 1905, the Tsar government admitted that there was a political opposition and institutionalized it [2]. However for the whole previous century the political opposition changed and now we observe a completely «new» non-systemic opposition.

New non-systemic opposition started its formation in 2011, when the meeting 10 October on the Bolotnaia square was the reference point though the non-systemic the same as systemic opposition had existed long before 2011[3].

As examples we can mention the most outstanding representatives of the non-systemic opposition before 2011:

1. Liberal Russia – the liberal Russian political party of the first half of 2000s financed by Boris Berezovsky;

2. Famous in 2000s the National-Bolshevik Party (NBP), on the basis of which another party the «Other Russia» acts headed by a well-known politician Eduard Lemonov ;

3. The Union of Right Forces (URF) is an officially registered electoral block and the liberal political party existed in the Russian Federation in 1999 — 2008. It must be noted that some well-known Russian oppositionists started their political career in the URF; among them are: Boris Nemtsov, Nikita Belykh, Irina Khakamada, Leonid Gozman and etc.

Basing on all said above, it is necessary to specify the term «new» opposition. This term includes in itself the opposition taking part in the political activity as in the state so as out of it as to change the political regime in Russia after 2010. Very outstanding representatives of this activity are such politicians as: Alexey Navalny, Boris Nemtsov , Mikhail Kasyanov, Mikhail Khodorkovsky, Garry Kasparov and etc. Some of them have taken part in the political activity since 90s but in this article we have studied only the mentioned period of time.

The main peculiarity of the «new» opposition is ways of performing the protest activity, to be more exact political campaigning and coordinating by means of the Internet and social networks (Facebook, Twitter, Vkontakte). Studying this topic it is necessary to specify that the activity model by means of the social networks was imported from the president electoral campaign in 2007-2008 in the USA. It was the Internet that gave a possibility to Barak Obama to win by the election results because via the Internet they collected financial aid for his electoral campaigning; the frameworks for discussions and communication with the candidate were created. A specific feature of the electoral campaign was the choice of the target audience. The accent of the whole campaign was done on the young

audience from 18 to 30 years old. The very same ways were used by the «new opposition» in its protest activity from 2011. It must be noted that every other oppositionist and the oppositional party had their account in the social nets with the help of which they used the classical political technologies (orange):

1. Desacralization of power. They regularly pasted the facts that demonstrated the managerial inability of the government and its moral dissipation.
2. They introduced into the mass minds and consolidated simple stereotypes answering the formula «who is not with us is against us». «People are against the criminal authorities».
3. They created and strongly integrated the external feature of «ours»: ribbons, color and etc.
4. To consolidate «ours» they introduced into minds the image of the «inevitable victory».
5. Long before the elections day subconsciously created the opinion that the elections would be falsified and the government would use the lowest ways to do so.
6. «Peaceful» protest against violations at the elections. There were meetings, tent camps [4].

Due to the use of those technologies exactly in the social nets the «new» opposition for a short period of time could gathered a large-scale protest movement in Russia during the period of 2011-2013 and later it was called «white ribbons» [5]. Taking into consideration these facts we should note that the total number of the Internet users in Russia in 2011 was 70 million people [6], and the auditorium of the «Vkontakte» - 34,3 million of active users, Facebook – 9,3 million people, Twitter - more than 1,85 million. [7]. Further on the number was growing. In connection with this we can say that leading the protest activity in the Internet and the social net was not only new but also a very successful way in Russia.

A separate role in the oppositional activity is played by the non-profit organizations or NPO that is organizations that had no financial benefit as the main goal of their activity and which did not distributed the profit between the members [8]. Most of the NPO engaged in the political activity on the territory of Russia were financed from abroad. But because of the act of the RF about the NPO («the act of the foreign agents») that came into force on 20 November, 2012 and the act about the register of unwelcome organizations signed on 23 May, 2015 by President of the Russian Federation Vladimir Putin half of the NPO refused such type of financing. Moreover, abiding by the latter act to be unwelcome can be recognized a foreign or international exceptionally non-governmental organization that is «a serious threat to the basic principles of the constitutional structure of the RF, the country's defense and safety of the state». The most well-known of the NPO in Russia are «Memorial», «Moscow Helsinki group», «For human rights», «Voice» and etc.

Summing up, we can say that researching the opposition in Russia is a complicated task that requires a detail analysis. The traditional definitions lose their explaining ability and cannot in their full degree serve as the basis for the classification. Introducing the term of the «new» opposition will allow not only defining exact time frames of the protest activity in Russia but also draw attention to the non-classical ways and methods of its realization that in future will give a possibility to study this phenomenon further on.

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ON THE CATEGORY OF DIMINUTIVENESS IN ENGLISH, RUSSIAN AND BULGARIAN

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Abstract. *In my paper I will present the results of the research I made for my doctoral thesis based on the formation and usage of diminutive forms in English, Russian and Bulgarian. I have made a contrastive analysis of the means of diminutive expression and the frequency of usage of the patterns of diminutive meaning in the three studied languages. Due to the extensive length of my research, I will focus on the four most frequent diminutive patterns in English, Russian and Bulgarian. The contrastive analysis of the differences and similarities of diminutive formation in English, Russian and Bulgarian is based on the theoretical framework of James (1980) and Danchev (2001). For the purposes of my contrastive analysis I chose English as a source language and Russian and Bulgarian as target languages. The reason to do this is that English is considered as a language which has very few diminutives, whereas Bulgarian and Russian, as Slavic languages, both have a huge number of diminutive forms. My aim was to investigate and analyze the quantity of diminutive forms in a language in which diminutives are rather limited and languages which are rich in various diminutive forms. I have used statistical methods to calculate the frequency of appearance of diminutive forms in English, Russian and Bulgarian. The conclusions I arrived at are based on my research data.*

Keywords: *diminutive forms, diminutive formation, patterns of diminutive meaning, English, Russian, Bulgarian*

Diminutiveness as a linguistic phenomenon proves to be an interesting topic for investigation. Many studies of different aspects of diminutiveness have been carried out through the years investigating the specifics of this phenomenon in different languages. Naturally, languages which are characteristic of using diminutives have been more thoroughly investigated alone or in comparison to other diminutive-rich languages. Thus contrastive studies between socio-culturally linked languages are rather common. What needs a more extensive investigation and deserves a more careful consideration is a contrastive analysis of languages which are not necessarily socio-culturally linked or languages which have quite a big difference in the degrees of expressing diminutiveness.

In my doctoral thesis I have used the theoretical works of many linguists who have studied the category of diminutiveness throughout languages, but for the lack of space in this paper, I will briefly mention the most prominent names, such as Bratus (1969), Vinogradov (1972), Wierzbicka (1984), Dressler & Merlini Barbaresi (1994), Jurafsky (1996), Spiridonova (1999), Schneider (2003), Vaseva (2006), etc.

For the purposes of my contrastive analysis I chose English as a source language and Russian and Bulgarian as target languages. The reason to do this is that English is considered as a language which has very few diminutives, whereas Bulgarian and Russian, as Slavic languages, both have a huge number of diminutive forms. English does have diminutives, or rather, it possesses various devices to express diminutive meaning. The contrastive analysis of these three languages will help to outline the similarities and differences of diminutive formation and usage in the respective languages.

My analysis is based on a corpus of examples of diminutive use excerpted from English language sources and their respective translated versions in Bulgarian and Russian. The choice of the English language texts has been determined by the assumption that children's books or texts adapted for children will most probably have the most number of diminutive forms. Accordingly, the corpus of the present investigation consists of diminutive forms excerpted from the following books: Oscar Wilde's *Tales* (adapted for children), "Uncle Tom's Cabin" (by Harriet Beecher Stow), "Alice's Adventures in Wonderland" and "Through the Looking Glass" (by Lewis Carroll) and "Winnie-the-Pooh" (by A.A. Miln). Their translated versions in Bulgarian and Russian have been used respectively.

The total number of excerpts from the three languages is 5010. The excerpts from English are 1248, from Bulgarian – 1442, and from Russian – 2320. They are excerpted from texts the total number of words of which amounts approximately 960 417 words. The total number of pages of the excerpted texts in the three languages is approximately 2179. The total number of pages in the

three languages is almost the same, whereas the total number of words is quite different. The number of words in Bulgarian and Russian excerpted texts is almost the same, but in English the number is higher. In my opinion, this can be explained by the fact that Bulgarian and Russian are highly synthetic languages and many syntactical relations are rendered by different suffixes and grammatical inflections, while English has lost much of the inflectional morphology of Proto-Indo-European over the centuries and is considered more analytical. Therefore, it needs more words to express syntactical or grammatical relationships between words than Bulgarian and Russian.

I have to point out an interesting phenomenon I have attested while investigating the patterns of diminutive formation in the three languages: the number of patterns of diminutive formation in the three languages is in inverse proportion to the rate of frequency of occurrence in the respective languages, i.e. English has the biggest number of diminutive formation patterns – 28, in Bulgarian the patterns are 24, whereas in Russian they are only 19. This interesting phenomenon can be attributed to the ability of the English language to compensate the small number of diminutive forms with other linguistic devices so that the various meanings of diminutiveness can be rendered. In Bulgarian and Russian, due to the fact that most diminutive suffixes and diminutive forms are multifunctional as well as that more word classes can be diminished (which makes it easier to express a number of emotions only by means of a single form), the number of diminutive patterns is smaller.

1. Diminutive patterns in English.

Based on my corpus, the most common and most numerous pattern of expressing diminutiveness in English is the combination of the adjective 'little' and a base form of the common noun. This pattern has been found in 555 cases, which is 44.47% of all examples. The results show that almost 45% of all cases of diminutiveness found in the texts are rendered by this combination. The diminutive meaning of this pattern is pure diminutive, i.e. denoting small size only (e.g. *a little case of books, the little package, the little table, a little grave, a little pin*, etc.) and diminutive-hypocoristic (e.g. *the little sleepy head, little devil, little children, little girl*, etc.). Diminutive-pejorative meaning can be rendered only if the base noun is denoted by another adjective expressing a pejorative meaning, e.g. an ignorant little girl.

The second most common pattern expressing diminutiveness is when diminutiveness is rendered by means of a diminutive suffix. The number of these cases is 265, which is 21.23% of all examples. It is not a surprising number, considering the fact that the investigated texts are children's books in which young animals become common characters and the nouns denoting young animals are predominantly derived by means of suffixation, e.g. *kitten, chicken, goosie, piglet, piggy, eaglet, puppy*, etc. Another group of suffixed diminutive nouns, expressing endearment, tenderness, love, consists of nouns denoting family members, e.g. *granny, mommy, auntie, mamma, papa*, etc. And there is a group of nouns in which the diminutive suffix expresses only small size, e.g. *statuettes, streamlet, trinket, ringlet, gimlet*, etc. As noted from the examples above, synthetic diminutive formation is not infrequent in English and even comes second in the table of the diminutive patterns which have been studied.

The third pattern expressing diminutiveness in the table consists of base nouns for which the feature 'smallness' is a semantic component. The number of these nouns is 77, which is 6.17% of all examples. E.g. *brook* (= a small, natural stream of fresh water), *pebbles* (= small, rounded stones), *calf* (= the young of an animal), *lad* (= young man, a youth), *urchin* (= a young, small child), *colt* (= a young male horse), *breeze* (= a light, gentle wind), *beads* (= small, round pieces of material or objects), etc.

The next pattern which comes fourth in the table is the combination of the adjective 'small' and a base common noun. There are 70 cases of this combination in the studied texts, which makes 5.6% of all examples. Compared to approximately 45% of the combinations with 'little', constructions with 'small' are rare, denoting only small size of an object. The adjective 'small' does not express a hypocoristic meaning. E.g. *a small bedroom, a small estate, small white onions, a small book, a small town, a small ear*, etc.

2. Diminutive patterns in Russian.

The overwhelming majority of diminutive forms in the studied texts in Russian are presented by nominal diminutives, the total number of which is 1541 or 66.42% of all examples. This unusually big number of nominal diminutives can be attributed to the specifics of Russian language, which is characteristic of a great variety of diminutive suffixes conveying an array of different meanings as well as different degrees of expressiveness. In addition, like Bulgarian, Russian nominal diminutive suffixes are also marked for gender and number, which multiplies their number.

The second pattern of diminutive expression is presented by a group of lexicalized diminutive nouns, which have been found in 156 examples or in 6.72% of all cases of diminutiveness. The process of lexicalization in Russian is much more frequent than in Bulgarian, due to the higher frequency of the use of diminutive forms in Russian than in Bulgarian. The higher the occurrence of a diminutive form is, the lesser the diminutive meaning becomes. As a result, the diminutive meaning is lost and the diminutive form acquires a new lexical meaning. The new words are often technical terms, but other groups of lexical words are also common, e.g. flowers or parts of them (*колокольчик, лепестки, колючка*), insects (*бабочка, мотылёк*) and others (*портук; на цепочке; спинка стула; туалетный столик; ножки стула; глазок; носик куфшина; горлышко бутылки; узелок;*), etc. Many lexicalized diminutive nouns have become parts of set phrases, e.g. *свернувшись клубочком/калачиком; на цыпочках; ни за какие коврижки; держать ушки на макушке; перемывали косточки*, etc.

The third pattern on frequency of occurrence is the construction ‘*маленький*’ + the base form of a noun (NDN), found in 136 cases, which makes 5.68% of all examples. As it appears, the analytic diminutive formation is also common in Russian. It expresses mainly pure diminutiveness, i.e. small size (e.g. *в маленькой бревенчатой хижине; маленький посёлок; маленькая спальня*, etc.) or small size because of young age (e.g. *маленький хозяин; маленькая негрятянка; маленькая мисс; маленькая дикарка; маленькая преступница*, etc.).

The fourth pattern is presented by diminutive proper nouns (personal names or nicknames) which have been attested in 96 excerpts or in 4.14% of all examples. For the same reasons as in Bulgarian, in Russian diminutive proper nouns are mainly nicknames also excerpted from “Winnie-the-Pooh”, e.g. *Мишутка, Кролик, Мишка, Крошка Ру*. However, their number is smaller than in the Bulgarian texts, which can be attributed to the translator’s choice.

3. Diminutive patterns in Bulgarian.

The most frequent diminutive formation is the pattern of diminutive common nouns derived by a diminutive suffix. This pattern has the biggest number of 781 cases, which makes 54.16% of all examples. The high frequency rate of this pattern can be attributed to the synthetic nature of the language and the fact that in Bulgarian the nominal diminutive suffixes include the greatest number of suffixes deriving diminutives from common nouns in masculine, feminine and neutral gender as well as in plural form.

The second most frequent pattern in Bulgarian is the construction ‘*малък*’ + the base form of the common noun (non-diminutive noun). It is found in 195 cases, which is 13.52% of all examples. This analytic diminutive formation is very common in Bulgarian to render pure diminutive meaning, i.e. small size or young age, e.g. *малко момче, малко дете, малка русалка, малък нож*, etc.

The third pattern includes diminutive personal names and nicknames – 131 cases, making 9.08% of all examples. Diminution of personal names is not an object of interest in this thesis and has not been discussed, but I have to mention the wide application of diminutive names in Bulgarian as well as the great variety of diminutive suffixes and nick names which exist in the language. The major meaning of diminutive personal names and nicknames is diminutive-hypocoristic with predominantly expressive nuances. E.g. *Чернушко, Прасчо, Мечо*, etc. The excerpted examples in this pattern are predominantly diminutive nicknames. Obviously, the reason why there are hardly any diminutive personal names is that the source language of the excerpted materials is English and English names are very difficult to be diminished by Bulgarian diminutive suffixes. They will sound unnatural. Therefore, the personal names in the excerpted Bulgarian texts preserve their base form and diminution is expressed in other ways.

The fourth pattern is the construction ‘*малък*’ + a diminutive common noun. There are 75 such examples in the texts, which makes 5.20% of all examples. This construction illustrates the combination of an analytic and synthetic diminutive formation. It has diminutive-hypocoristic meaning, e.g. *малка групичка дървета, малки пухкави облачета, малки поточета, малки локвички*, etc.

Conclusions. By reviewing the data from the contrastive qualitative and quantitative analysis presented above, I have arrived at several conclusions regarding the ways diminutiveness is expressed in the three languages:

English has the smallest number of excerpts of cases of diminutive meaning but has the biggest number of patterns expressing diminutiveness (1248 excerpts, 28 patterns). The most frequent formation of expressing diminutive meaning in English is analytical, while synthetic diminutive formation is also common as in my corpus the examples are half the examples of the analytical patterns.

In Bulgarian the excerpted examples are 1442 divided into 24 patterns. The number of diminutive forms is bigger than in English but the difference is not substantial unless the number of approximate words in the excerpted texts is considered. As a result of this comparison in both languages, the proportion of the frequency of occurrence of diminutive forms is 1: 1.6 in favour of Bulgarian. The most frequent pattern is presented by diminutive common nouns derived by diminutive suffixes— over half of all excerpts fall into this group. Considering the number of excerpts of other diminutivized word classes, namely, adjectives, adverbs and verbs, it can be concluded that synthetic diminutive formation is the major means of diminution in Bulgarian. Analytic and a combination of analytic and synthetic diminutive formations are also common.

Russian, with its 2320 excerpts, proves that the number of diminutive forms in the language is the greatest compared to the other two languages, having twice as many diminutive forms as English and half as many diminutive forms as Bulgarian. However, the patterns of diminutive formation have the smallest number, only 19, which can be attributed to the multifunctional character of synthetic diminutive forms. The most frequent patterns of diminutive formations are synthetic, presenting diminutives of common nouns, adjectives and adverbs, which constitute an overwhelming majority of all examples. Like in Bulgarian, analytic and a combination of analytic and synthetic diminutive formations are common enough.

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REFLECTIONS ON LEARNER AUTONOMY: CULTURAL PERSPECTIVES

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Abstract. *Learner autonomy is one of the recent concepts in the foreign language teaching theory which has become a buzz-expression (Little, 1991) as it has become also central to understanding the changing role of the teacher on the one hand, and the attempts on the part of the professional educators to raise learners' motivation in the teaching/learning process. However, the teachers' and the learners' attitudes to the idea of learner autonomy seem to vary in different cultural environments. Why it is so is a question of crucial importance for both teachers and students, as well as for the theoreticians of FLT, the policy makers in the field of FLT and the professional teachers. The aim of the article is to bring to the fore some considerations relating culture and education, on the one hand, and some objective drawbacks in the practical implementation of the autonomy concept, on the other. It is suggested that the teacher and the student are seen as an archetypal case of micro social organization revealing typical patterns of social behaviour that is specific for every national culture. It is the authors' belief that a deeper analysis of a national culture would help identify and avoid the possible pitfalls if learner autonomy is accepted uncritically, and the educational requirements the teaching/learning process has to comply with if it is implemented on a global scale.*

Keywords: *autonomy, motivation, cultural dimensions, teacher role, student role.*

Autonomy, Motivation and the Teacher role: an overview. Learner autonomy is defined as the ability on the part of the learner 'to take charge of own's learning' (Holec 1981: 3). Such a definition immediately implies that the teaching/learning process presupposes equal participation of both teachers and learners and, consequentially, shared responsibility. If done correctly learner autonomy is expected to help students develop a positive perception of their selves by demonstrating knowledge about the culture, history, and contributions of diverse groups of learners in the language classroom and thus raise their motivation to achieve better results in acquiring the foreign language. However, some FLT theoreticians (Candy 1991: 337) argue that autonomy can lead to departure from education as a social process and that it should be seen not as a product, but a process taking place throughout the whole period of learning.

There is a strong relation between motivation and autonomy based on the presumption that autonomy increases motivation. Motivation is defined as 'effort plus desire to achieve, plus favourable attitudes towards learning the language' (Gardner 1983; 1991; 2004). In this way autonomy and motivation in the ideal teaching/learning environment present two sides of one coin where autonomy is the vehicle for increasing motivation and increased motivation contributes to the further development of autonomy.

Both the educational theories since the time of the communicative approach and the recent constructivism have contributed immensely to the change in the views about the teacher and the learner roles. Learner autonomy which appeared as a relatively new concept contributed a lot to the dramatical shift from a teacher-centered to a learner-centered approach. This shift prompted the move from the traditional teacher's role of a supplier of knowledge characteristic of the time of the grammar-translation and audio-lingual methods when the learner was treated as an empty vessel, to the one of a facilitator where the learner is expected to actively participate in the teaching/learning process in and out of the language classroom. This shift is closely related to the philosophy of the egalitarian pluralistic approaches in education that have become part of the educational policies of the Council of Europe and involves all EU member countries. Nevertheless, it must be borne in mind that attitudes towards pluralistic education and learner autonomy depend highly on the readiness of both teachers and students to accept and practice them, and that their openness to these newly introduced educational polices depend immensely on their belonging to a particular culture and the country's internal educational policies. In this way, the factors that can handicap educational innovations can be divided into objective, lying within the educational system per se, and subjective, such that are invisible as they are part of the attitudes to education, rooted in the particular culture.

Objective factors impeding the concept of learner autonomy. The fact that there are objective factors which make the concept of learner autonomy rather controversial in itself cannot be put aside. They belong to two different fields: psychology and the educational system.

First, learner autonomy requires that an individual should have the psychological capacity to explore their own learning abilities and evaluate their foreign language performance. However, observations of learners' behaviour show that foreign language learning inevitably requires leaving one's comfort zone. Learners in general feel uncertainty and need help and encouragement, especially at beginner and elementary levels. The degree of autonomy also depends on the learners' age. Young learners tend to be more autonomous than older learners. It also depends on the goals of the learning. If a foreign language is studied for pleasure, autonomy is higher compared the scenario when studying is related to achieving certain important goals such as getting a job, going to university etc.

Second, the educational system and the national curriculum allows for little freedom for both the teachers and the learners in the primary and secondary school, especially when every educational stage is bound to an independent national assessment test. Most tests, both national and international, are designed so as to cover the two basic areas: grammar and vocabulary, which itself leaves almost no room for personal choices and thus contradicts the idea of autonomy. It can be concluded that learners in areas normally determined by institutions do not have the full capacity to take charge of decision making concerning their FL learning. They are deprived of freedom as the pace, time and place of classes are predetermined in structured educational environment. What is more, the fulfillment of the requirements set in the curriculum creates time pressure for the teachers.

Autonomy is regularly related with the appearance of the internet and the use of I-phones and I-pads, which are devices claimed to guarantee a free choice for the learners to get a wider exposure to FL. However, this might be quite questionable having in mind that learners, and often the teachers as well, cannot always be sure how reliable on-line materials are. Other debatable issues are how the quality of learning can be evaluated and whether the learners can get an adequate feedback even if the on-line exercises and tests are accompanied by answer keys. Last but not least, chatting with native and non-native speakers, which gives the impression of 'real communication' also has its pitfalls. There is no error correction in the chat or blogging, learners can memorize wrong spelling or non-standard language models that can become part of their communicative competence.

Finally, autonomy, as defined above, intrinsically implies freedom of choice. However, too many choices, which seemingly give more freedom, may in fact lead to paralysis due to low self-esteem and fear of failure (Schwartz 2004) and to the effect of blocking motivation, especially if a wrong choice causing dissatisfaction is made. This psychological phenomenon is known as the *Paradox of Choice*. What is more, some cultures are more sensitive to decision making than others, and the Paradox of choice is very likely to result in blocking motivation thus affecting the whole teaching/learning process.

Cultural factors influencing learner autonomy. The teacher and the student are an archetypal role pair in virtually any society in the same way as a mother and a child or a boss and an employee. Their actual behaviour in the teaching/learning process depends exclusively on the established patterns of social interaction on the one hand, and on the concept of the nature of education that has been historically established and which has ended up in the establishment of relatively rigid cultural models, on the other, which inevitably differ cross-culturally. This fact is particularly important when it comes to foreign language teaching in general and teaching English as a foreign language, in particular. Complexities can arise both when the teacher and the student come from different cultures (a native-speaker teacher working abroad) and when the teacher and student belong to one culture but teach/learn a foreign language. Normally, such intricacies arise also due to the different social positions of the teachers and students in different societies; to the differences in the culturally established patterns of teacher/student interaction in society; and to the differences in the conventional ways students are expected to learn in society. It can be concluded that the process of education is culturally biased and leads to establishing relatively rigid educational models that are culture-dependent. Consequentially, any global innovative ideas in the sphere of education, including pluralistic approaches and multiculturalism, relating a variety of different cultures can be either enhanced or prevented by factors embedded in the recipient native culture and the existing educational models. What is more, as already mentioned above, the concepts of learner autonomy and motivation,

which tend to serve as underlying principles in multicultural education, are concepts that are extremely sensitive to culture as shown below.

Fullinwider (2003) points out that trivial acts such as the socially established and expected models of interaction between the teacher and the learner in the language classroom should necessarily address the deeper values and ideas behind cultural customs through which we truly get to understand their differing viewpoints which will help understand the challenges that arise in multicultural education.

Such considerations open a wide area for future research aiming at delving into these deeper issues and finding out what cultural specifics facilitate or hinder the implementation of multicultural approach in the Bulgarian language classroom. In the following section an attempt to analyze the Bulgarian cultural attitudes toward education as a whole, the teacher and learner roles, motivation and autonomy is made using Geert Hofstede's theoretical framework of cultures and organizations.

Bulgaria is a typical collective country, where the in-group relations are dominant and predetermine members' behaviour. The outsiders are seen as foreigners and thus as potential threats. The power distance is high and this results in strict hierarchy where leadership is taken for granted and although power may be questioned, the society generally believes that attempts to change the existing status quo are unreasonable. These two dimensions are combined with high uncertainty avoidance where keeping to the established patterns is seen as the safest behavior, and which induces intolerance to innovations. Bulgaria is also a feminine culture where quality of life is more important than standard of living, which prevents efforts to stand out of the average. It is also a short-term oriented society which places it among the pragmatically oriented cultures where immediate success is important and investments in the future seem to be unreliable. Bulgaria belongs to the restricted societies, where indulgence is evaluated as a wrong social behavior.

The strongly collectivist Bulgarian society places the teacher and the learner in two different groups, where the learners consider teachers as outsiders and vice versa. There is little or no chance of change of the group belonging, which prevents or limits co-working. In-group relationship prevails over task. In essence the concept of multiculturalism goes against the in-group type of thinking as any other culture is judged as an outsider.

Collectivism combined with the high power distance that is typical for the Bulgarian culture prevents the idea of equal participation and shared responsibilities between teachers and learners in the teaching/learning process. The students are expected to show respect and obedience and choose only among the options given by the leader which in the educational environment is the teacher. Naturally, this goes counter autonomy and maintains in essence a teacher-centered education. The high power distance reflects the general belief that there is somebody up there to make decisions and tell the group members what to do. As a result learners expect to be given tasks and the teacher is expected to direct the learner's actions. The failures on the part of the subordinates are evaluated as their own failures, while the success is most often ascribed to the leader.

High uncertainty avoidance in general prevents the implementation of innovations on the part of both teachers and students. The general learners' belief is that the teacher has all answers. The high uncertainty avoidance combined with the collectivistic social consciousness and the high power distance creates a common attitude to everything foreign on the basis that what is felt foreign is different, and what is different is dangerous. The combination of these three dimensions can easily block creativity and the implementation of innovations. What is more, they may reinforce the social fears of the unknown, and prevent the successful implementation of pluralistic approaches and multiculturalism in the Bulgarian educational system.

The feminine type of the Bulgarian culture promotes keeping low-profile in-group behaviour. Femininity as an attitude to the values of life requires modesty, status is unimportant, 'popular' students are an exception and leisure is a measure of success. Femininity combined with short-term orientation makes students attribute success and failure to sheer luck where for the majority of them *Carpe diem* has become a leading principle.

Indulgence places Bulgaria among the strongly restrained cultures. Students are raised to control their actions according to the established social norms and to feel that indulging themselves is evaluated as an inappropriate behaviour. The combination of pragmatism and indulgence can explain the general lack of motivation.

Conclusions. Autonomy depends on various factors such as age, cultural background, personality etc., which taken together prevents it to be seen as a panacea in the foreign language teaching. In addition, the different stages in the learning process allow for different levels of autonomy. This leads to the conclusion that autonomy should be seen as a process, not as a state. What is more, the teacher plays a crucial role in this process. It is the teacher's responsibility to work towards building up learner autonomy so that the learners are enabled to make an informed choice at the different stages of the learning process. This in turn will help enhance their motivation and guarantee better results. Finally, it can be concluded that in a structured educational environment in general, and in some particular cultures, autonomy is a "wishful thinking" kind of concept, which can be applied only under the strict guidance and through the nurturing facilitation of the teacher.

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DOUBLE OBJECT SCRAMBLING: SOME INFORMATION STRUCTURAL IMPLICATIONS

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Abstract. *Based on O(ld) E(nglish) and O(ld) Ice(landic) data, this paper argues that Scrambling is an optional movement device that mediates the way discourse roles correlate with constituent order and seeks to pin down the ways the core properties of Scrambling interface with semantic/ discourse/ informational/ prosodic factors. The author of the paper follows Wallenberg 2009 in describing Scrambling as an optional displacement operation that moves internal Arguments and Adjuncts into left-phrasally-adjoined targets in keeping with Conservation of C-Command. If Scrambling is internal adjunction, it is the syntactic status of this movement device which defines its optional character, viz Scrambling is optional in narrow syntax, given that it is not constrained by some feature-checking mechanism. While the present proposal asserts that Scrambling is an optional displacement operation, it stands apart from those optional movement approaches which hold that Scrambling is a semantically-vacuous operation. An optional syntactic operation like Scrambling can interact with general discourse principles, viz the basic claim underlying this analysis is that Scrambling is a semantically and pragmatically effective movement device.*

Keywords: *core properties of Scrambling, Old English, Old Icelandic, semantic/ pragmatic effects, information structural implications*

The current study draws on theoretical assumptions borrowed from sources in the area of the movement approach to Scrambling phenomena (e.g. Roberts 1997 and Haerberli 2002 for OE; Haugan 2001 and Hróarsdóttir 2001 for OIce; as well as Thráinsson 2001; Richards 2004; Wallenberg 2009). In particular, it assigns Scrambling to the inventory of optional movement operations and assumes that

Scrambling moves internal Arguments and Adjuncts out of their source positions into left-phrasally-adjoined target positions before Spell-Out with the T-head serving as barrier to movement, and that Scrambling is semantically and pragmatically effective. Such an account of Scrambling stands as an alternative to: case-feature-driven analyses, under which movement is triggered by the need for certain constituents to have their case-features checked in some specifier position (e.g. Collins & Thráinsson 1996; Haerberli 1999); the weak version of semantic/ discourse/ informational analyses which assume that Topic and Focus are purely semantic features that can be accessed at the interface (Chomsky 1995 & 2001); the strong version of the above where Topic and Focus are features active in the computation able to attract movement of constituents to dedicated functional projections (Rizzi 1997 & 2006).

Data have been collected from two corpora: The York-Toronto-Helsinki Parsed Corpus of Old English Prose (Taylor, Warner, Pintzuk, Beths 2003) and the corpus of *Íslendinga Sögur* (Kristjánsdóttir, Rögnvaldsson, Ingólfssdóttir, Thorsson 1998).

The application of Scrambling is to be relativized to the type of movable constituents and to the type of landing sites. V_{fin}-IO(Dat)-DO(Acc)-V_{non-fin} constructions formed by trivalent verbs of the give-class, characterized by the Theta grid <Agent, Benefactive/Recipient, Theme> lie in the focus of this paper, whereby the scrambled order is derived through optional movement raising both internal Arguments into phrasally-adjoined positions in the left periphery of vP. The distribution of various referential types of scrambled Arguments has been considered.

The following set of initial assumptions concerning Scrambling and OE and OIce phrase structure lend theoretical support to this study: both OE and OIce have VO order within the VP underlyingly and axiomatically a base-generated SVO order and this base word order correlates with grammatical relations; as regards OE and OIce clause structure, VP is the domain where the thematic properties of clauses are fixed, TP is the domain where the temporal properties of clauses are determined, and CP is the domain where the discourse properties of clauses are specified; Scrambling is an instance of internal adjunction and it obeys Wallenberg's Conservation of C-Command: "Adjunction cannot subtract a c-command relation holding between a head and a non-head." (2009:132).

There is reasonable evidence to suggest that V-IO(Dat)-DO(Acc) corresponds to the unmarked order of internal Arguments and is base-generated in both OE (Koopman 1993) and OIce (Haugan 2001). Since information focus is also the prosodically most prominent part of an otherwise unmarked sentence, and since objects are associated with new information, it is only to be expected that information focus stress occurs in the canonical object position.

The well-acclaimed formal factors that influence the linear sequencing of verbal Arguments in the Old Germanic languages are weight, definiteness, pronominality, and these actually count as general linearization principles. The present analysis invokes semantic and information-structural factors and attempts to determine to what extent the above principles can be affected by such factors (based on Lambrecht 1994; Kemenade & Los 2006; Barðal & Chelliah 2009; Hinterhölzl & Petrova 2009; Meurman-Solin, López-Couso & Los 2012; Nevalainen & Traugott 2012; Bech & Eide 2014; Bowerman & Evans 2014).

One type of Double Object Scrambling in OE constructions with one non-finite verb results in V_{fin}-IO(Dat)-DO(Acc)-V_{non-fin} orders, such as:

1) Wið ðan ðe he scolde gifan heom ðone arce ... (Th 244,42)

'On condition that he should give them the arch-pallium ...'

Forði ðæt he scolde heom ðone pallium gifan ... (Th 245,11)

'Therefore he should give them the pallium ...'

Hé scolde heom ðone pallium gifan, (Th 247,2)

'He should give them the pallium.'

2) Þá cwæð Albinus him to andsware þæt hé wolde his áxunga ealle gegaderian and him andsware sendan mid heora swutelungean, (IntSigw 14-16)

'Then Albinus answered him that he would gather all his inquiries and send him an answer along with evidence thereof.'

3) ... forþam ðe he nolde him nan feoh behaten ac he forbead þæt man nan þing wið him syllan ne moste. (ASChr 1012)

'... because he would promise them no riches and he forbad that anyone should give anything to them (as ransom).'

- 4) ... we sceolan þam soðfæstan Gode þas lac geoffrian þe us alyside fram deaðe. (ÆHLBG 258,6)
 ‘... we must offer this sacrifice to the true God who delivered us from death.’
- 5) Eást Engle hæfdon Ælfréde áþas geseald. (ASChr 894,46)
 ‘The East-Angles had given oaths to Alfred.’
- Eást Engle hæfdon Ælfréde foregísla .vi. geseald. (ASChr 894,47)
 ‘The East-Angles had given six hostages to Alfred.’
- 6) We sceolon eallum godes folce samod þa boclicanlare secgan. (CH 153-7)
 ‘We must proclaim the book-lore to all people of God likewise.’
- 7) Nyle se Waldend ængum ánum ealle gesyllan gæstes snyttru. (Cri 683)
 ‘The Almighty Ruler will not give to anyone alone all the wisdom of the spirit.’

1) contains lines from a small passage, wherein the sequence indirect - direct object is found in the post-verbal position: gifan heom ðone arce[-pallium], as well as within the Vfin Vnon-fin brace: scolde heom ðone pallium gifan (x 2). In all instances the indirect object is pronominal - heom and the direct object is definite, rendered by a determiner phrase - ðone arce/ ðone pallium, respectively. The referent of the indirect object is topical and the indirect object pronoun heom is unstressed and unfocussed. The unscrambled clause and the scrambled clauses share the same Argument structure, hence, a certain recurrent stress pattern can be established where focus occurs onto the direct object ðone arce/ ðone pallium to foreground the idiomatic meaning of ‘confer the holy order of a suburbicarian bishop’.

In 2) two clauses are conjoined by the coordinator and, where the former subordinate clause: þæt hé wolde his áxunga ealle gegaderian shows Scrambling of the direct object of a monotransitive verb and Quantifier Floating. An unmarked verb - object order entails focus on the object and his áxunga ealle could well have remained inside the default sentence accent area but instead it occurs in a marked structure and acquires additional accentuation. Within the scrambled structure of the second subordinate clause: him andsware sendan mid heora swutelungean, the finite verb wolde is ellipted and both objects have evacuated from the default focus domain to the effect that the default sentence accent applies to the PP mid heora swutelungean.

In clauses without optional constituents, negative-contrastive focus has the widest scope and it can impact the whole proposition or else it can occur on any clausal constituent. In the former subordinate clause in 3): forþam ðe he nolde him nan feoh behaten, clitic negation (nolde = ne wolde) originates in the head of the negation phrase (NegP) and marks the clause as negative in force, furthermore 3) reveals an instance of multiple negation, expressed by means of an additional negative quantifier nan pre-modifying the direct object feoh. While the referent of the pronominal indirect object him is topical, the negative quantifier nan focuses the direct object feoh which has been scrambled into the Middle field.

Both ex-situ objects in 4), þam soðfæstan Gode and þas lac, are definite and topical which makes them eligible candidates for Scrambling, but in this case at least left dislocation has a last resort character. Had the objects surfaced in their base order, following the main verb geoffrian, the direct object þas lac would have received focus in accordance with the assignment of the default sentence accent. Such in-situ order would have favoured a reading under which the following relative clause: þe us alyside fram deaðe can be interpreted as referring to þas lac. In 4) Scrambling the object which otherwise would have received the default accent is a strategy to preclude an alternative reading and consequently Scrambling of the postverbal material signals that accent by default is not appropriate.

5) illustrates the tendency for definite objects to precede indefinite: the indirect object is rendered by the proper name Ælfréde in both clauses, and the direct object is expressed by the bare nominal áþas in the former clause and by the QP foregísla .vi. in the latter. Giving or exchanging oaths and hostages as mutual assurance became a prerequisite when a peace agreement was to be made in Anglo-Saxon England and numerous passages in the Chronicles point out to that practice: “& þa Scottas him sealdon áþas ...; þæt hie him sealdon gislas ...; & þá salde se here him foregislas & micle áþas ...; & he him áþas swor & gislas sealde ...; & he him hæfde geseald áþas & gislas ...; hæfdon áþas him gesworon ...”, etc. Similar formulae occur in a variety of word order patterns and a clear functional distinction between the scrambled and unscrambled versions cannot be argued for.

6) however, deviates from the above mentioned tendency, as here the QP indirect object *eallum godes folce* surfaces higher than the DP direct object *þa boclicanlare*. Both objects are heavy, so Scrambling them is a tough choice in view of the Heavier Element principle. If base-generated order were preserved the default sentence accent would have applied to *þa boclicanlare* - an unfortunate candidate for a focus expression, given that it refers to topical material. It is known, that Ælfric uses a special array of phrases to establish the performance context for his homilies, marking them as intended for uneducated audience, audience that comprises lay folk and clerics, or monastic audience. Breaking up the VO pattern in 6) can be interpreted as a signal for avoiding a default sentence accent reading to the effect that *eallum godes folce* is marked off as receiving the focal accent.

In 7) all information structurally prominent constituents surface inside the *V_{fin}V_{non-fin}* brace. Both objects are indefinite, rendered by quantifier phrases - *ængum ánum* and *ealle gæstes snyttru*, respectively. To be quite precise, 7) represents a variety of the *V_{fin}-IO(Dat)-V_{non-fin}-DO(Acc)* pattern, provided that the indirect object QP *ængum ánum* is scrambled along with the head of the QP - *ealle* with the complement part of the direct object - *gæstes snyttru* remaining in situ. One way to handle linguistic data in 7) is to assume a special contrastive interpretation for the constituents attested in the scrambling position.

The analogical pattern of Double Object Scrambling in Old Icelandic (*V_{fin}-IO(Dat)-DO(Acc)-V_{non-fin}*) has given rise to examples, as:

8) *Og ef eg má þér ráð gefa, bóndi minn, þá tel eg það hollast, að ætterni gests þíns sé á einskis manns viti nema okkar tveggja.* (IngArn 3692)
 ‘And if I may give you counsel, my lord, then I reckon that most wholesome, that the kin of your guest might be in the knowledge of no other man but of us two.’

9) “*Sé eg nú*”, sagði Gísli, “*að þú vilt mér ekki lið veita.*” (Gísla 878)
 “‘Now I see that you will not give me help’”, said Gísli.’

10) *En ef hann vill þér eigi grið gefa með því, þá mun eigi hægt að forða þér fyrir honum.* (HalldS 1293)
 ‘But if he will give you no mercy in this case then it will not be easy to save you from him.’

11) *Grettir spurði ef hann vildi honum nokkra ásjá veita.* (Grettla 586)
 ‘Grettir asked if he would grant him some protection.’

12) *Ei mun eg þér hana gifta, mun hún sjálf högum sínum ráða.* (Finnboga 626)
 ‘I will not give her to you (in marriage), she will arrange her own affairs, herself.’

13) *Skal hér engi maður vinna klækisverk og skal Harðbeini grið gefa.* (Laxdæla 1635)
 ‘No man shall do a mean thing here and Harðbein shall be given mercy.’

14) *Nú skal veita svör þínu máli, að eg vil öllum yður grið gefa skipverjum.*
En um frændsemi þá er þú telur við oss ... (Laxdæla 1564)
 ‘Now I shall give answers to your request, so that I will give mercy to all of you, shipmen. And regarding that kinship which you plead with us ...’

The tendency for object pronouns to precede noun phrase objects is manifest in examples 8) - 11): the pronominal indirect objects have surfaced higher than the full NP objects but, remarkably, double object Scrambling calls forth a variety of different effects on information packaging. Thus, in the conditional clause in 8), the discourse-anaphoric unfocussed pronoun *þér* occurs in the Middle field along with *ráð* - an indefinite direct object, expressed by a bare nominal. Neither *þér*, nor *ráð* qualify as semantically prominent, so both have been left-dislocated. In the following main clause, an unstressed *það* is used to cataphorically introduce an appositive *að*-clause, which is characterized by Extraposition of part of the conjunct PP - *nema okkar tveggja*, and it is the latter that occupies the information structurally distinguished position due to the above interaction of displacement operations.

In 9) negation applies to the subordinate clause: *að þú vilt mér ekki lið veita*, which comprises only obligatory constituents. In the case of clauses without optional constituents, negative-contrastive focus takes the widest scope and it can either impact the whole proposition, or it can occur on any clausal constituent. An unmarked unscrambled order, cf: *að þú vilt ekki veita mér lið* will favour an

unmarked interpretation, whereby the entire VP is under the scope of negation. Now, it can be the case that in 9) a particular type of scrambled structure is used to mark that negative-contrastive focus occurs on the bare nominal direct object lið.

10) reveals a somewhat similar scrambled structure but here the direct object grið is negatively quantified, viz *eigi grið* surfaces into the scrambling position and receives negative contrastive focus. Unsurprisingly, the unstressed pronoun þér makes it up to the Scrambling position in 10), but compare now 13) wherein the definite indirect object *Harðbeini* ends up higher than the bare nominal direct object grið. Staying with the example in 13), it can be assumed that the left dislocation of the indirect object *Harðbeini* is pragmatically marked. The default sentence accent occurs on the verb *gefa* and by this strategy *Harðbeini* is conceived as the topic while a wide focus reading is made available for the VP.

11) contains an indirect question, corresponding to a direct yes/no question. The subordinate *ef*-clause comprises only obligatory constituents, meaning the scope of the question is wide open and can embrace the entire VP, or else contrastive focus may apply to any clausal constituent. In accordance with the assignment of the default sentence accent, focus would have occurred on the indefinite direct object QP *nokkra ásjá*, and it must be an unaccented *nokkra ásjá* that surfaces into the Middle field, following the defocused pronoun *honum*. Scrambling both information structurally neutral postverbal Arguments can be conceived as a strategy to secure contrastive focus on *veita* by placing accent on the verb in the default focus domain.

The pronominal objects þér and *hana* surface in the left periphery of *vP* in their base-generated order in 12), and such sequence can be subsumed under Büring 2001's proposal, viz anaphoric and unaccented object pronouns have equal information status and select the more optimal unmarked order. The first clause has the negative adverb *ei* in spec-CP, i.e. the leftmost constituent is negative in force and licenses negative-contrastive focus, whose scope is wide open, i.e. negative-contrast has scope over the entire VP. The auxiliary *mun* raises to C in both clauses and the second clause reveals a scrambled structure not wholly different from the first. It can then be the case that the verb *gífta* is correlated with the verb *ráða*, both verbs being stressed. The scrambling movement of the postverbal material here makes accenting the verbs more natural in keeping with the assignment of the default sentence accent.

In 14) the indefinite direct object *grið* is scrambled along with part of the indefinite indirect object QP *öllum yður*, as the nominal element *skipverjum* remains in-situ. Context reveals that the king is about to provide answers to two questions, one concerning the ship's crew safe conduct, the other concerning his relation to Ólafur. The DP *grið*, the QP *öllum yður skipverjum* and the prepositional object *um frændsemi* that occupies the Topicalization position in the following clause all represent topical material. The breaking-up of the indirect object can be thought of as a device to ensure that *skipverjum* is placed in the immediate vicinity of *um frændsemi* as well as to ensure semantic contiguity, while still reserving the focal accent for the verb *gefa*.

Interpreting data from OE and OIce corpora, the above analysis has highlighted the following properties of Scrambling:

1. Scrambling in OE and OIce targets XPs (indefinite, covertly and overtly case-marked DPs included).
2. OE and OIce Scrambling modulates the way discourse roles and constituent order correlate by evoking a variety of semantic/ pragmatic effects, viz it can either invoke old, specific, topical, defocalized readings or it can imply non-presupposed, contrastive, focused, accentuated interpretations.
3. Scrambling is a highly functional feature of OE and OIce word order and it is difficult to identify a single feature that can be said to trigger it. One powerful trigger for Scrambling can be identified as a possible inconsistency between the placement of the default sentence accent and the position of the focus expression, viz Scrambling applies either to make sure that accent by default is obtainable or to make explicit that accent by default is undesirable. Much in this vein, the studied type of word order variation can be best described as the end result of a complex interaction between syntactic, information structural and prosodic factors.

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CHARLES STRICKLAND'S CHARACTER AN IMAGE OF PAUL GAUGUIN

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Abstract. *This article is compared and analyzed the biography and work of the characters Charles Strickland of "The Moon and Sixpence" by the writer of Somerset Maugham and in the 19 century the great French artist Paul Gauguin.*

Keywords: *vigor, canvas, selfish, cruel, pitiless, cynical, misfortune, callousness, bizarre, reticent, brusque, great art, artificial, banal.*

The well-known writer of the XX century William Somerset Maugham (1874-1965) is a master of character portrayal. His "The Moon and Sixpence" is

"I have used in my writings whatever has happened to me in the course of my life... Fact and fiction are so intermingled in my work that now, looking back on it, I can hardly distinguish one from the other." [2;124] William Somerset Maugham is known as a short-story writer, having a deep psychological insight into the human nature. His methods of character-depicting, both direct and indirect, create vivid personages, seeming true to life. Usage of different stylistic devices and expressive means proves Maugham's being expert in his field.

"The Moon and Sixpence" (1919) is a short novel by William Somerset Maugham based on the life of the painter Paul Gauguin. The story is told in episodic form by the first-person narrator as a series of glimpses into the mind and soul of the central character, Charles Strickland. The inspiration for this story, Paul Gauguin, is considered to be the founder of primitivism in art. The main differences between Gauguin and Strickland are that Gauguin was French rather than English, and whilst Maugham describes the character of Strickland as being ignorant of his contemporaries in Modern art, Gauguin himself was well acquainted with Van Gogh.

In this novel the writer makes use of some outstanding incidents in the life of the artist Paul Gauguin. The hero of the novel, Charles Strickland, is a prosperous stock-broker. All those who came in touch with the Stricklands were taken by surprise and puzzled when they learned that Charles Strickland, at the age of forty, had given up his wife and children and gone to Paris to study art. Strickland's life in Paris was difficulty, but the hardships which would have seemed horrible to most people did not affect him. He was indifferent to comfort. Canvas and paint were the only things he needed. Strickland did not care for fame. Nor did he care for wealth. He never sold his pictures. He lived in a dream, and reality meant nothing to him. His only aim in life was to create beauty. The reader dislikes Strickland as a human being: he is selfish, cruel, pitiless and cynical. He loves no one. He ruined the life of Dirk Stroeve and his wife who had nursed him when he was dangerously ill. He did not care for his wife and children, and brought misfortune to all the people who came in touch with him. But on the other hand, the reader appreciates him as a talented artist, creator of beauty. His passionate devotion to his art arouses admiration.

The character of a man insensible to ordinary human relations, who lives the life of pure selfishness which is sometimes supposed to produce great art, has always had its fascination for novelists inspired only by the unusual. Accordingly there have been novels in plenty depicting the conflict of (by ordinary standards) brutal genius with uncongenial environment and Maugham has followed a recognized convention in this story of an imaginary artist of posthumous greatness. He treats him throughout with mock respect, and surrounds his affairs with contributory detail.

The book revolves throughout around the character of Strickland and the quality of his art. Such a passion has always defeated its object. Here once more one is repelled, not by Strickland's monosyllabic callousness, but by the knowledge that this callousness is seen and represented without subtlety. The callousness of the artist is something more complex than it is here shown to be. The callousness of Strickland is merely the conventional brutality employed by other novelists of an older generation, the generation which first found in the behavior of artists a theme to be exploited in fiction. That Maugham uses the elaborations of a modern technique does not create the illusion of reality that he is pursuing. It simply emphasizes the cleverness, the clever unconvincingness, of his

portrait – not at all the vigor and personality of one who will starve and suffer for the sake of his artistic ideal.

All the minor drawings in the book are extremely effective, and the simplicity of the narrative is notable. Technically the whole thing has great interest. But as an illumination of the nature of bizarre and uncompromising genius, ready to sacrifice every person and every association that stands in the way of its fulfillment, “The Moon and Sixpence” fails through its literary accomplishment and its lack of true creative inspiration.

Gauguin’s legend had already been created among many artists when Maugham went to Paris in his youth. Although deeply impressed by the life of Gauguin, Maugham did not use Gauguin for his novel for about 15 years. During the World War I, he went to Tahiti and gathered stories about the painter, and even bought a picture that remained.

As to the comparison between Strickland and Gauguin, we certainly admit the importance of comparing their details. However, if we repeat such reading, it turns out that we will regard “The Moon and Sixpence” at the same level as art critics. That is, by such comparison, we will also regard this novel as one of the parodies of Gauguin’s biography, and will miscomprehend the author’s intention. His purpose on this novel is to make out the process or structure, in which one person is built up into a genius. And the more critics argue against the influence on the historical facts by the novel, the more they demonstrate its power of faculty for invention. As a result, some misunderstandings about Gauguin brought by this novel, such as his nature or career, seem to prove Maugham’s success in that attempt.

In the next place, let us consider the characterization of Strickland. First of all, his career is too much dramatized from Gauguin’s. Secondly, his characterization is surely artificial and banal. For example, the narrator mentions that he is possessed with the creative instinct and is mindless to anything except painting: “Strickland was distinguished from most Englishmen by his perfect indifference to comfort.... was indifferent to what he ate.... was indifferent to sensual things.... There was something impressive in the manner in which he lived a life wholly of the spirit.”[3;76-77]

He has impetuous temperament and harms other people with delight. He is sexually attractive, and although he is indifferent to women mostly, sometimes he makes use of women to satisfy his sexual urge. He is bigoted and unsocial. It would be inappropriate to say that every artist has such temperament, as Mansfield criticized violently. As one might say, Strickland is narrated as a kind of caricature of the artists. He fills widespread impression against artists as Mansfield protests in an obvious manner. That is, he is nobody in the first place, and it is difficult for the reader to imagine such a man as real.

Thirdly, we cannot understand the psychology of the painter well, for there is not enough explanation by Strickland himself. He is characterized as reticent and brusque by nature. Because of his dirty language that is well-nigh impossible to be transformed into intelligible words, the narrator rewrites his words into more polite ones, giving explanations for the understanding of the readers. But we never comprehend the nature or mind of Strickland as Mansfield says. Moreover, we cannot help raising such questions as why he wants to draw, or why he must go to the South Seas, or why he comes to talk with the narrator all the way. However, the only answer given to us by the narrator is his artistic instinct.

As the matter of fact, the narrator does not know Strickland well as a biographer. He meets Strickland only a few times. Despite his limited experiences with Strickland, the narrator insists on his superiority as a biographer toward other biographers with plenty of confidence. The truth is that neither he nor other narrators were well acquainted with Strickland. To make up for his lack of knowledge, he fully uses his faculty as a writer. This lack of credibility can be also appropriate to other minor narrators, and the outstanding example is Captain Nichols, a beachcomber, who comes to beg the narrator for drinks or cigarettes in exchange for his story about Strickland. “...but I am aware that Captain Nichols was an outrageous liar, and I dare say there is not a word of truth in anything he told me. I should not be surprised to learn that he had never seen Strickland in his life, and owed his knowledge of Marseilles to the pages of a magazine.”[3;173]

The narrator adopts Nichols’ episode only because the story is interesting and suits for his characterization of Strickland. Captain Brunot, a French planter is another typical example of such narrators, who interprets and romanticizes Strickland as his hero. He equates himself with Strickland for the reason that both of them create something out of nothing: “ ‘It is not strange that I, at all events, should have had sympathy for him,’ he said at last, ‘for, though perhaps neither of us knew it, we were both aiming at the same thing’.

‘What on earth can it be that two people so dissimilar as you and Strickland could aim at?’ I asked, smiling.

‘Beauty’ [3;195]

In addition, we have to remember that there is a possibility that the main narrator converts these Tahiti episodes by other minor narrators for the sake of his work.

First, the narrator has a faculty to gather episodes of Strickland told by other narrators, such as Dirk, Captain Nichols, Cohen, Tiare, Brunot, and Dr Coutras. However, his collections are through his preference, and also considered to come under the influence of his invention.

Next, he has a strong notion that he is a writer, and has a faculty to invent fiction. He is quite similar to Maugham both in nature and background, but not equal to Maugham.

He does not have much interest in making a biography based on historical truths in the first place. He stresses making legend over revealing historical truths. It is not too much to say that what he calls a legend or myth is a kind of fiction.

According to Archie K.Loss, “In ‘The Moon and Sixpence’, the narrator, a novelist, is very much the observer who tells what he knows but never becomes too substantial as a character.” [4;38-39] However, “the device of the narrator”, which is apparently problematic, is very indispensable to the whole structure of the novel as recent critics says. Liebman points out that: “...the central character in ‘The Moon and Sixpence’ is not Strickland, but the narrator...the narrator borrows other people’s ideas, speculates in order to fill in the gap of his very limited knowledge, and projects his own fantasies onto the artist. The result is a romantic portrait of Strickland that tells more about the narrator than about the subject of his investigation” [5;331].

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THE FUNCTIONS OF WATER IN FOLKLORE AND LITERATURE

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Abstract. *Functions of water described in legends of Uzbek folklore and their traces in modern literature are analyzed in the article.*

Keywords: *the curative peculiarities of water, miracles related to the sea, the beliefs of rescuing people from disaster, possessing magic power, the means of passing from transitive world to eternal one.*

Water is described as means of life in the myths, legends and fairy tales typical to folklore. Even world of water is depicted as the mysterious world. In ancient times people considered water as the magic world for passing from one world into another, cleaning up one’s act, devoting him eternal life. One of the ancient motifs connected with the cult of water became a basis of origin of the legend about an ascetic [saint] *Khodja Ubbon*. The so called place is located at about 40 kilometers to the south-west of Bukhara city. This place is famous for its curative water well. The cemetery of *Khodja Ubbon* is included into the monuments of an ancient culture. Information about the cemetery is observed in the travel book of A. Burnes “Travels into Bokhara” firstly. He gave some facts about the coins and ancient relics of the kings lived in olden times. It was defined that these coins belonged to the kingdoms of III-I centuries B.C [2, p.455-473].

Narzulla Yuldashev [7,p.29], who had deeply investigated the cemeteries of Bukhara saints and the history of these spots, wrote about the origin of the legend about *Khodja Ubbon* cemetery:

Once upon a time there lived a king whose son caught infectious disease leprosy. Being ashamed of their son's illness parents left him in the desert which is called Khodja Ubbon cemetery nowadays. The boy felt exhausted and thirst in scorching hot. Fortunately with the order of God there appeared Khodja Ubbon and asked the fellow the reason of his being there. King's son told a story of himself. Having heard that Khodja Ubbon ascended the highest hill and as soon as he stuck his javelin into the peak, there appeared a spring. Khodja Ubbon told the boy to drink water of that spring. The young fellow did what he had been told and soon recovered.

It is evident that water is one of the main sources for recovering from the illness. On one hand legends show the curative peculiarities of water, on the other hand the beliefs of rescuing people from disaster exist. In some facts Khodja Ubbon is given in the form of Khubbi [4,p.25] and is used for the latter reason. Legends about *Khoresm Khubbi* indicate that the son of Hakim is a person who amused people with his deeds.

They say that Hakim had three sons; his youngest sons' name was *Khubbihodja*. Two older sons followed their father and learned religious sciences, but the last one liked to ride the horse and go hunting. Father was upset and angry with his son that he did not follow him. Later Khubbi started to astonish people.

Once Khubbi's father called him three times. After the first calling he started for the road, during the second one he was busy with rescuing suffered people. In the third call he appeared in front of his father. Father got angry with his son's deeds and forced him to leave Khorezm. Khubbi had parted with his father and disappeared.

As you see Khubbi was depicted as a performer of many miracles related to the sea in this legend. So we can say that Khodja Ubbon was created with the help of the imagination and the beliefs of people and always regarded as a mythical hero.

One of the wells situated in Bukhara is called *Chashmai Ayub* which means spring of Ayub. The water of this well is also famous for its curative function. People, who know about that function come and drink water of this well with a good intention. So many versions of the legend about Chashmai Ayub are spread among the nation. Water is shown possessing magic power which can destroy everything that humankind has got. But the end of the legend gives information about the cure for illness.

The blessed Ayub had 14 children and was very wealthy. He was so rich that he didn't know the amount of his property. Being deprived of his children and wealth he was deprived of his health as well. The worms began eating his body. *Allah* had ordered worms not to eat Ayub's heart and tongue. Because he remembered Him with his heart and repeated His name with his tongue. All the relatives turned away from Ayub even two of his wives out of three abandoned him. People made Ayub leave the city. After some period the worms began to leave one by one but while he was taking the worms and put them again in their places there came revelation not to put them back on his body, because they had already done their duty. He beat his foot on the ground from the place where he was sitting and with the power of Allah there appeared a spring. When he washed up in the water of that spring one of the worms dropped into the water and turned into a leech, and the other one went up to the mulberry tree and turned into a silk worm. The blessed Ayub regained his health.

That hill still exists and has become cemetery of Ayub. Spring water is the treatment for any wound. The people who keep the silk worm take water from this spring and pour on the worms when worms begin to weave cocoon. Old people wish the patience of Ayub to those who are in difficulty.

Another version of the legend about *Chashmai Ayub Mausoleum* is cited in the book "Bukhara. The city and the legends":

On the place of modern mausoleum, as the legend suggests, there used to be a desert. Its inhabitants had suffered from the lack of water; they had prayed to God to send them at least some water. In response to these prayers, Saint Job [Ayub] had appeared in front of poor people and hit the ground with his magic staff. Sudden appearance of a well had astonished the people by its vivifying spring and its crystal clear water. It is commonly believed that the water still keeps its clearness and herbal power [1.p, 14].

So, reverence for water and beliefs connected with the cult of water have deep roots in the works of folklore. But in some works of modern literature the theme of water is also been treated. Abdulla Aripov's dramatic epic poem "Way to Paradise" (*Jannatga yo'l*) repeats the motif of water. While rescuing a girl from the disaster a fellow drowns and dies. So, water became the means of passing from transitive world to eternal one [6, p.93].

Attempting to clarify the functions of water described in the legends of Khodja Ubbon, Spring of Ayub, it became obvious that water and rain have been compared to wealth from ancient times and

became a basis of peculiar ceremonies and customs to be formed. Furthermore, ceremonies connected with the belief in water and belief of our ancestors to nature attracts scientists all over the world.

In general, it can be said that peoples' belief of revering for water exists not only in the works of folklore but also has its traces in the works of modern literature, which causes admiration of the treasure of Uzbek convictions about water.

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ENGLISH COMPUTER TERMS IN A BULGARIAN COURSE BOOK

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Abstract. *The article deals with some problems in the field of specialized translation, in particular, translation of computer terminology from English into Bulgarian. The focus of the investigation is a course book into Bulgarian concerning personal computers and the terms it consists of. The investigation is based on Newmark's terminology of translation procedures. A corpus of 159 terms is provided, analyzed and categorized. The analysis and categorization revealed that the translation procedures that have been most often used in the textbook that has been in the scope of the investigation are as follows: 54 examples of Descriptive equivalent; 49 examples of Through-translation; 24 examples of Shift and Transposition; 19 examples of Transference have been identified; 5 examples of Cultural equivalent; 4 examples of Couplets; 2 examples of Functional equivalent; 1 example of Naturalization; 1 example of Modulation. There are some translation procedures that do not occur in the analyzed examples; this might be due to the fact that the right terms for these translation procedures are not found in the excerpted examples. One must admit that the amount of terms regarded in this work is small compared to the whole field of the computer studies that is why no general conclusions can be drawn and further investigations can be suggested in this field of study, translation and development.*

Keywords: *specialized translation; translation of computer terms, English, Bulgarian*

Living in a high-technology world and using inventions and machinery whose names sound more than strange and unfamiliar to non-native speakers of English (in our particular case native speakers of Bulgarian) can lead to problems in understanding the specific terms. The object of this investigation is the Bulgarian course book "Въведение в персоналните компютри" (2011) /Introduction to personal computers/ (2011) by L. Gugov, and the translations of the English computer terms it contains. We have set the following goals: to analyze and compare the English computer terms and their Bulgarian translations; to investigate the ways in which the English definitions of the terms and the terms themselves change after their translation into Bulgarian; to find out which translation procedures are most used for the English-Bulgarian translation of terms.

Our goals require the fulfillment of these tasks: to excerpt the English terms and their Bulgarian counterparts from the course book; to juxtapose the definitions from the two languages; to apply Newmark's approach when defining the translation procedures used in the Bulgarian translation of the excerpted terms.

According to Peter Newmark, when one approaches a technical text one needs to read it first to understand it and then to assess its nature, its degree of formality, its intention, the possible cultural and professional differences between ones readership and the original one. (Newmark 1988, p. 156).

He differentiates translation methods from translation procedures, as he states that translation methods relate to whole texts, while translation procedures are used for sentences and the smaller units of language (Newmark 1988, p. 81).

Newmark gives the following methods of translation: word-for-word translation; literal translation; faithful translation; semantic translation; adaptation; free translation; idiomatic translation; communicative translation (Newmark 1988, p. 45-47). For him the central difficulty in technical translation is usually the new terminology (Newmark 1988, p. 152).

Newmark gives the following translation procedures that we have applied in this investigation in order to explain the manner in which basic computer terms are translated into Bulgarian:

- Transference: (loan word, transcription) the process of transferring a SL word to a TL text as a translation procedure. Newmark states that transference also includes transliteration, which relates to the conversion of different alphabets: e.g. Russian (Cyrillic), Greek, Arabic, Chinese, etc. - into English, The word then becomes a 'loan word';

- Naturalization: This procedure succeeds transference and adapts the SL word first to the normal pronunciation, then to the normal morphology of the TL;

- Cultural equivalent: This is an approximate translation where a SL cultural word is translated by a TL cultural word;

- Functional equivalent: a common procedure, applied to cultural words, requires the use of a culture-free word, sometimes with a new specific term; it therefore neutralizes or generalizes the SL word.

- This procedure, which is a cultural componential analysis, is the most accurate way of translating i.e. deculturalizing a cultural word.

- A similar procedure is used when a SL technical word has no TL equivalent;

- Descriptive equivalent: In translation, description sometimes has to be weighed against function. Description and function are essential elements in explanation and therefore in translation;

- Synonymy: Newmark states that he uses the word 'synonym' in the sense of a near TL equivalent to an SL word in a context, where a precise equivalent may or may not exist. This procedure is used for a SL word where there is no clear one-to-one equivalent, and the word is not important in the text, in particular for adjectives or adverbs of quality (which in principle are 'outside' the grammar and less important than other components of a sentence). A synonym is only appropriate where literal translation is not possible and because the word is not important enough for componential analysis. Here economy precedes accuracy.

- Through-translation: The literal translation of common collocations, names of organizations, the components of compounds and perhaps phrases, is known as calque or loan translation. Newmark prefers the more transparent term 'through-translation'. And adds that normally, through-translations should be used only when they are already recognized terms.

- Shifts or Transpositions: A 'shift' or 'transposition' is a translation procedure involving a change in the grammar from SL to TL. One type is the change from singular to plural. A second type of shift is required when an SL grammatical structure does not exist in the TL. The third type of shift is the one where literal translation is grammatically possible but may not accord with natural usage in the TL.

- Modulation: A variation through a change of viewpoint, of perspective and very often of category of thought. It basically occurs when the translator reproduces the message of the original text in the TL text in conformity with the current norms of the TL, since the SL and the TL may appear dissimilar in terms of perspective.

- Recognized translation: One should normally use the official or the generally accepted translation of any institutional term. If appropriate, one can gloss it and, in doing so, indirectly show disagreement with this official version.

- Translation label: This is a provisional translation, usually of a new institutional term, which should be made in inverted commas, which can later be discreetly withdrawn. It could be done through literal translation.

- Compensation: This is said to occur when loss of meaning, sound-effect, metaphor or pragmatic effect in one part of a sentence is compensated in another part, or in a contiguous sentence.

- Paraphrase: This is an amplification or explanation of the meaning of a segment of the text. It is used in an 'anonymous' text when it is poorly written, or has important implications and omissions.

- Couplets: Couplets, triplets, quadruplets combine two, three or four of the above-mentioned procedures respectively for dealing with a single problem. They are particularly common for cultural words, if transference is combined with a functional or a cultural equivalent.

- Notes, additions, glosses: Used as an additional information. (Newmark 1988, p. 81-91).

We have juxtaposed the definitions from the above stated course book of the English and Bulgarian terms in order to fully understand what stands behind the name of the given term and have referred to Newmark and used his terminology in defining the translation procedures applied in the Bulgarian translation of the excerpted terms. We have grouped them according to the procedures. The results of the investigation show that **54** examples of Descriptive equivalent have been detected:

Case – Компютърна кутия; Single user – single task – Един потребител, една изпълнявана задача; Single user – multi tasking – Един потребител, многозадачна работа; Open source – Отворени системи; Miss – Неуспех; Fetch unit – Доставчик; Control Unit – Управляващо устройство; Instruction pointer – Програмен брояч; Execute unit – Изпълнителен блок; Branch Prediction Unit (BPU) – Устройство за предвиждане на разклонения; Arithmetic and Logic Unit (ALU) – Аритметично-логическо устройство; Floating Point Unit (FPU) – Устройство за изчисления с плаваща запетая; Bandwidth – Широчина на честотната лента; AGP (Advanced Graphics Port) – Ускорен Графичен Порт; RAM (Random Access Memory) – Оперативна памет; Latency – Недостъпност; Access time – Скорост; SIMM (Single In Line Memory Module) – Единичен вграден модул за памет; DIMM (Dual In Line Memory Module) – Двуреден модул памет; LPT (Line Printer Terminal) – Поредов принтер; Hot-swappable device – Устройство с горещо включване; SCSI (Small Computer System Interface) – Системен интерфейс за малки компютри; Transfer rate – Скорост на предаване на данни; Firmware – Вграден софтуер; Boot sector – Сектор за първоначално зареждане; Master-Slave – Главен диск – Подчинен диск; CD-R (CD Recordable) – Диск за еднократен запис; CD-RW (Compact Disc – ReWritable) – Диск за многократен запис; Burn – Записване; DVD (Digital Versatile Disc) – (Ди-Ви-Ди) Цифров многофункционален диск; Resolution – Разделителна способност; Nematic liquid crystal – Нишков течен кристал; TFT (Thin-Film Transistor) – Тънкослоен транзистор; Aspect ratio – Пропорция на екрана; Native resolution – Присъща разделителна способност; VGA (Video Graphics Array) – Видеографична матрица; Graphics processing unit (GPU) – Процесор на графичната карта; Dual ported – Двупосочна; HDMI (High Definition Multimedia Interface) – Мултимедиен интерфейс с висока разделителна способност; Coder/decoder chip (CODEC) – Устройство за кодиране и декодиране (Кодек); Sound Card Mixer – Миксер; Sampling rate – Честота на дискретизацията; Wavetable synthesis – Табличен вълнов синтез; Scroll button – Бутон за превъртане; Handheld scanner – Ръчен скенер; Flatbed scanner – Настолен скенер; Charge coupled device (CCD) – Устройство със зарядна връзка; Touchscreen – Сензитивен екран; Network – Компютърна мрежа; Local Area Network (LAN) – Локална мрежа; Star Network – Топология Звезда; Hub – Концентратор; Ring Network - Топология Кръг; Network interface card - Мрежова карта.

The other group of terms accounts to 49 examples that have been translated applying Through-translation:

Workstations – Работни станции; Tower – Кула; Kernel – Ядро; Shell – Обвивка; Multiuser – Многопотребителска; Executable versions – Изпълними версии; ASCII (American Standard Code for Information Interchange) – Американски стандартен код за обмен на информация; Hit – Попадение; Dual core – Двудрен процесор; Bridge – Мост; System bus – Системна шина; Frontside bus (FSB) – Предна шина; Backside bus – Задна шина; USB (Universal Serial Bus) – Универсална серийна шина; Plug and Play (PnP) – Включи и работи; North Bridge – Северен мост; This is through-translation. South Bridge – Южен мост; BIOS (Basic Input / Output System) – Основна входно-изходна система (на кратко биос); Serial port – Сериен порт; Through-translation is used here. UART (Universal Asynchronous Receiver Transmitter) – Универсален асинхронен приемник/предавател; Parallel port – Паралелен порт; Through-translation is used here. This is 72; EPP / ECP (Enhanced Parallel Port / Enhanced Capability Ports) – Подобрен паралелен порт / Порт с разширени възможности (For the first part of the term the through-translation procedure is used. For the second part of the term the procedure of Shifts or Transpositions is used.); Hard disk – Твърд диск; Read / write head – Записващо/четяща глава; Track – Писта; TPI – Tracks per Inch – Писти

на инч; Sector – Сектор; Cylinder – Цилиндър; Master boot record (MBR) – Главен зареждащ запис; Root directory – Основна директория; Dot pitch – Точкова стъпка; Widescreen – Широкоекранен; Brightness – Яркост; Graphics Accelerator – Графичен ускорител; Computer display standards – Компютърни дисплейни стандарти; Sound card – Звукова карта; Frequency Modulation (FM) – Честотна модулация; Keyboard – Клавиатура; Mouse – Мишка; Frames per second (fps) – Кадри в секунда; Hot-pluggable – Горещо включване; Drum scanner – Барабанен скенер; Light pen – Светлинна писалка; Inkjet printer – Мастиленоструен принтер; Bubble jet printer – Мехурчесто-струен; Repeater – Повторител; Network protocol – Мрежов протокол; Client-server – Клиент-сървър; Bridge – Мост; Router – Маршрутизатор / Рутер (This term is translated with two different words that act as synonyms. The first translation (Маршрутизатор) is done with the translation procedure of Through-translation. “Рутер” on the other hand is translated with the translation procedure of Transference.).

The third group of terms represents 24 examples that have been translated using Shift and Transposition:

CISC – Complex Instruction Set Computer – Компютър със сложен набор инструкции; Instruction decoder – Декодер на инструкции; RISC – Reduced Instruction Set Computer – Компютър със съкратен брой инструкции; Decoded Instruction Queue – Опашка на декодираните инструкции; IRQ (Interrupt request line) – Линии за заявка за прекъсвания; ISA (Industry Standard Architecture) – Архитектура по промишлени стандарти; Peripheral Component Interconnect Bus (PCI) – Взаимовръзка на периферни компоненти; Serial access memory (SAM) – Памет със сериен достъп; Memory cells – Клетки на паметта; Chip density – Плътност на чипа; DRAM (dynamic random access memory) – Динамична памет с произволен достъп; SRAM (Static Random Access Memory) – Статична памет с произволен достъп; ROM (Read Only Memory) – Памет само за четене; PROM (programmable read-only memory) – Програмируема памет само за четене; EPROM (Erasable Programmable Read-Only Memory) – Изтриваема програмируема памет само за четене; DMA (Direct Memory Access) – Пряк достъп до паметта; Low-level formatting – Ниско ниво на форматиране; High-level formatting – Високо ниво на форматиране; FAT (File Allocation Table) – Таблица за разположението на файловете; Liquid crystal display (LCD) – Дисплей на течни кристали; Viewing angle – Ъгъл на наблюдение; Frame buffer – Буфер на кадрите; RAMDAC (Random Access Memory Digital-to-Analog Converter) – Цифрово-аналогов преобразовател с памет със случаен достъп; Digital Signal Processor (DSP) – Процесор за цифрови сигнали.

The procedure used for the translation of 19 terms in the Bulgarian course book is the one of Transference:

Hardware – Хардуер; Software – Софтуер; Graphical User Interface – Графичен потребителски интерфейс (Here both through-translation and transference are used. Transference, because the word “Interface” is taken from the SL and transcribed into Bulgarian. Because there are two procedures dealing with this problem the translation procedure here is Couplets.); Cache – Кеш памет; Chipset – Чипсет; Interface – Интерфейс; Compact disc – Компактдиск; Blu-ray – Blu-ray (The SL term is preserved. Blu-ray is transferred from English into Bulgarian as it is, preserving the English writing. This technique is called borrowing.); Flash memory – Флаш памет; Monitor, Display – Монитор, Дисплей; Pixel – Пиксел; Scan code – Скан-код; Scanner – Скенер; Trackball – Трекбол; Joystick – Джойстик; Server – Сървър; Peer-to-Peer (P2P) – Peer-to-Peer (P2P) (borrowing); Bluetooth – Bluetooth(borrowing); Wireless Fidelity (Wi-Fi) – Wi-Fi (The SL abbreviation is borrowed in the TL translation.).

What comes next in the calculation of the terms and the procedures implemented in their translation is a group of 5 examples of the procedure Cultural equivalent:

Decimal number system – Десетична бройна система; Switch – Комутатор; Binary number system – Двоична бройна система; Bus – Шина (For the other examples we shall regard the translation of *Bus* (шина) as literal in order to point out the other translation procedures used for the translation of the terms containing the word *bus*. Also, this shows how a term that has been once established helps the translation of similar terms.); Cathode ray tube (CRT) – Електроннолъчева тръба.

A group of 4 terms exemplify the application of the procedure of Couplets:

Land and Pit - Равен участък и Вдлъбнатина (In this example the procedure of descriptive equivalent is used for “land” and through-translation is used for “pit”. Thus the procedure used for this example is Couplets.) Wide Area Network (WAN) - WAN мрежа (The translation in this example is made with the translation procedure called Couplets, which combines two different procedures. Here Transference is used for the abbreviation, and Descriptive equivalent for the word “мрежа”, which

helps the Bulgarian reader to understand the first part of the term.); Graphical User Interface - Графичен потребителски интерфейс (Here both through-translation and transference are used. Transference, because the word “Interface” is taken from the SL and transcribed into Bulgarian. Because there are two procedures dealing with this problem the translation procedure here is Couplets.); Virtual memory - Виртуална памет (Here “virtual” is translated with transference, and memory is translated literally, or with through-translation. Thus the translation procedure here is Couplets.).

Two terms have been translated through the procedure Functional equivalent:

Motherboard (or Mainboard) - Дънна платка; Contrast ratio – Контраст.

One term has been translated applying Modulation: Mainframe – Суперкомпютър; and one term is an example of the procedure Naturalization: Form factor – Формфактор.

After completing the tasks set above, the following conclusions might be drawn: the total amount of computer terms extracted from the course book equals to 159. They have been categorized by Newmark’s terminology of translation procedures. This analysis and categorization revealed that the translation procedures that have been most often used in the textbook that has been in the scope of our investigation are as follows: 54 examples of Descriptive equivalent; 49 examples of Through-translation; 24 examples of Shift and Transposition; 19 examples of Transference have been identified; 5 examples of Cultural equivalent; 4 examples of Couplets; 2 examples of Functional equivalent; 1 example of Naturalization; 1 example of Modulation.

The outcome of the analysis shows that the Descriptive equivalent has been the most used translation procedure, closely followed by Through-translation. The fact that the Descriptive equivalent is the most frequently used procedure shows that the definitions of the terms play a huge role in the translation of computer terms. The fact that Through-translation is the second most used translation procedure is due to the fact that many of the computer terms are metaphors of concepts from everyday life which makes their literal translation an easy and often precise option. Shift and Transposition is mostly used due to the differences in the SL and TL grammars. Transference on the other hand is used primarily with sociocultural bias terms and words. Cultural equivalent is essentially used on terms that already have Bulgarian equivalent, and are often just slightly different from their English equivalent. Cultural equivalent, Couplets, Functional equivalent, Naturalization and Modulation are the least used translation procedures. Still there have been some translation procedures that did not occur in the examples, this might be because the right terms for these translation procedures were not found in the excerpted examples.

However, the amount of terms regarded in this work is small compared to the whole field of the computer studies that is why no general conclusion can be drawn but further investigation can be suggested in this field of study, translation and development.

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NAME CHOICE AND SYMBOLISM IN LITERATURE – AN OVERVIEW OF WILLIAM THACKERAY'S „THE BOOK OF SNOBS“

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Abstract: *The paper has the intention to unveil the hidden meaning of proper names in William Thackeray's „The Book of Snobs“. The analysis involves characteristics related to proper names. Upon analyzing the meaning of proper names, a major ambition is to try to prove the importance of name giving and symbolism in literature. A summarized categorization of characters based on the meaning of anthroponyms is to be formed.*

Keywords: *proper nouns, anthroponyms, name symbolism, literature, meaning*

Upon name giving, people strive for destiny giving and direction in a person's life. This phenomenon is present not only in everyday life, but is also seen in literature. Choosing a name for a character is a responsible task and equally important as building the actual character. There exist theories that are related to names and the meaning of names, but the most important issue when discussing anthroponyms is their semantic value. That is why, this paper is an attempt to analyze the meaning and interpretation of proper names in English literature, and more specifically William Thackeray's „The Book of Snobs“. For the purpose of the paper, 416 English proper names were excerpted and analyzed. A classification of the meaningful names is presented followed by the analysis of the basic groups of anthroponyms.

Characteristics of anthroponyms. Anthroponyms are related to linguistics in a way they have a meaning that is essential for the understanding of a language, a text or even a culture. Name bearers, especially in the English-speaking world, are flattered when asked about the meaning and origin of their name.

In the English naming tradition one can find different groups of names. The category of the wishing names is present, accompanied by the group of anthroponyms with non-transparent meaning as well as the group of the protective names. Names with non-transparent meaning are George (worker, one who cultivates land), Thomas (twin brother), Calvin (bald) etc.

The category of the wishing names carries the desire of the parents for their children to be beautiful, successful, good-natured, etc. The group of the protective names comprises mainly of saint names which names are believed to protect the individual and lead their faith into a positive direction. Such names are Mary, Joseph, etc.

Withycombe (1947:xix) suggests that names are given to the individual and usually consist of two parts. In the course of name choice there is the tendency to look for religious names, ones suggesting moral values or physical characteristics.

Naming traditions are an intriguing topic and it is always amazing to delve into the meaning and etymology of an anthroponym. Parents sincerely believe that giving a name to their child they predestine their future and success.

Names in English literature. Writers are in a way parents. They are creators, they give life, they predestine. They, like parents, spiritualize a character, attaching inner beauty as well as physical beauty, revealing positive features and sometimes even pointing at the negative ones, showing or hiding some characteristics of the literary image.

William Makepeace Thackeray is a master of name giving and symbolism. His characters are vivid, picturesque and colourful. For the purpose of the paper, 416 anthroponyms were excerpted. The book was translated into Bulgarian and published in 1986 by Mariya Rankova. With the translation, most of the names are explained in a footnote, showing their etymology and meaning. This is a great way to clearly show what is hidden behind each name.

As Vladimir Filipov clearly points out, Thackeray is not the first to deal with snobbishness. Jane Austen and Charles Dickens are also interested in revealing the snobbish nature of some of their characters. However, Thackeray is the first to investigate the matter that thoroughly, consistently and to such great detail. His novel “The Book of Snobs” shows the classes but not getting to the lowest possible ones. His simplest characters are the ones, belonging to the working class. (Filipov 1986: 12-14).

Upon analyzing the names, there appeared 167 meaningful names and 249 names with no semantic value. The novel includes also 82 names of real personalities.

Before going deeper in the categories of meaningful names, it is to be defined that the term “meaningful name” is used following Vlahov and Florin (1990) who use it for names which have “inner form, that is certain qualities of a common noun; allusiveness, i.e presented with the ability of the author to lead the reader towards a desired direction; and a phonetic form upon which a comical or satirical effect is to be created (1990:233). In other words, the analysis is mainly based on the belief that names do have meaning and therefore it is essential to decipher it in order to understand the message Thackeray, in particular, tries to render. The translator of “The Book of Snobs” has chosen to translate three names, which is unique for adult literature. Talking about the procedures related to names, there are several options for dealing with them. Transcription and transliteration are the usual procedure, but in the case of Thackeray’s novel, the translator has decided to apply the procedure of explaining the meaning of symbolic names in a footnote.

In the course of the analysis, eleven categories of meaningful names were formed as well as a group of nicknames was identified.

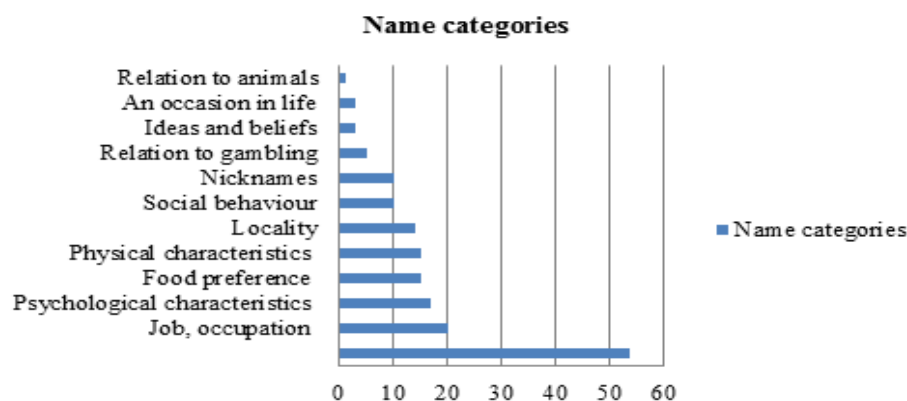


Fig.1

As it is obvious, the largest number of meaningful names occupies the category of typical behaviour and attitude, where one finds fifty- four instances of proper names. What is interesting about this category is that the names show a specific characteristic of the recipient, as for example Count de Diddloff, which in a footnote in the Bulgarian translation is explained to be “cheat; waste time”(1986: 29). Other examples in this category include: The Princess Pimini (“pimini” – someone who is pretentious and snobbish); Lady Leach(“leech” – a person who gives attention to someone over a long period in order to get their money or support); lady Clapperclaw (a chatterbox); lord Mumble (to groan about something), etc. Basically, the names in this category have negative connotation.

The second category is the one of occupations. Here fall twenty examples, and the meaning and hint of profession can be found usually in the surname of the character. Thackeray even uses a collective proper noun for a whole class – the Jeams (a footman) as well as the Johns, used with the same meaning. Other examples from this category are Knopf (button) and Stecknadel – pin), etc.

The third category comprises the psychological characteristics, with an estimated number of seventeen. The root word in this category lies actually in the idea of the novel. The names used here are related mainly to snobbishness and selfishness. This category includes Blanche Stiffneck, colonel Snobley, Fanny Highflyer, Lord Snobington, Miss Snobky, etc.

A large number of the names fall into the category of food preferences – 15. Examples of such names are the Countess Dei Spinachi, Lord Claude Lollipop, Jack Puddington, etc. The meanings behind the names are obvious and easily deciphered.

The same number of examples falls in the category of physical characteristics. One can find here the Marrybones, Bob Scarecrow, Whiskerando Sombrero, Lady Longears, etc. In two excerpts from this group we find a clear reference in the text itself.

Fourteen names form the category of locality, where the birthplace or the place of living is shown in the names of the characters. Such names are The Earl of Aldborough, the Earl of Muffborough, Captain Border, etc.

There is a distinct category which associates the names with the referents' social behaviour. This behaviour is mainly related to money and attitude in society. Names from this category are Young Croesus, Tom Sniffle, Silenus, etc.

A category comprising of ten excerpts is the category of nicknames. They are not a usual phenomenon in the English literature, although they are the ones to be translated in a text and therefore easily interpreted by the reader of the target text. Nicknames reflect the inner nature of their bearer (Orlando Furioso; Peter the Cruel; Hocus, the leg; Libertas), some of them reveal the profession of the bearer (Higgs, the traveler; Biggs, the novelist; Fitzstultz, our Colonel) or physical characteristics (Frederick Barbarossa).

Five names form the category of gambling relation. Here the characters reveal meaning closely related to card games (Jack Deuceace (deuce ace); Bob Greengoose (naïve person); Trumper (a card that belongs to the group of cards that has been chosen to have the highest value in a particular game), etc.

In the next categories, the names are related to occasions in life (3) and ideas and beliefs (2). The group of the occasions in life includes Polly Rabbits (who has thirteen children); Mr. Hemp (the figurative meaning suggests hanging) and old Ladies Fitzague (a fever in which your body shakes, especially one caused by malaria). The category of ideas and beliefs comprises of Silk Buckingham (silk – material; Buckingham is related to the palace in England), who is supporter of palace etiquette, as well as The Galeongee, who is the supporter of Turkish beliefs and policy.

The last category with only one member is the one related to animals where one finds Mrs. Fox, which is a clear translatable name with reference to the wild animal.

Conclusion. Taking everything into consideration, English literature, and more precisely Thackeray's "The Book of Snobs" abounds in name symbolism. Although the names of characters are not literally translated, most of them are explained in a footnote and the ones that are not, carry the meaning hidden in its semantics. Upon relating to the immediate context, one notices the semantic value of each name and thus can go closer to the target text and the target culture. And this is the idea of translating and understanding written texts – to unveil the meaning of an item, to get closer to a different culture, to get to know it better.

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PREDICATES IN MEDICINAL PLANTS' NAMES

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Abstract. *The onomasiological model of compound, derivative words and word combinations includes onomasiological basis, onomasiological feature and predicate, which connects them. The author presents results of onomasiological analysis of medicinal plants' names in Romance (French and Latin), Germanic (German, Dutch, English) and Slavic languages (Russian, Ukrainian, Polish, Czech, and Slovak), focusing mainly on types of predicate. The most frequently registered types of predicate in this lexico-semantic group are predicate of comparison, of purpose, compositional and temporal as well as predicates "ISA" and "HASA".*

Keywords: *onomasiological model, onomasiological basis, feature, predicate, medicinal plant's name.*

1 Introduction

Medicinal plants' (MP') names or phytonyms form a special lexico-semantic group. Phytonymic lexicon can be analyzed from different points of view. I have made word building, onomasiological and cognitive analysis of MP' names in ten languages. Now I want to present some results of onomasiological analysis and to show how important information about the plant encoded in its name is.

One of popular trends of modern linguistics is onomasiology, though it has old roots. Numerous onomasiological studies highlight the problem of designation. The onomasiological analysis reveals the act of the designation as the speech cogitative act, during which the designated is brought under a certain category. According to O.V. Rayevskaya, onomasiological approach to the process of the designation allows to consider the words "as the result of human cognitive activity establishing connections between various substances in the surrounding world and expressing this communication in the name created by it" (Раевская 1981: 82).

Czech scholar M. Dokulil (1962) was the first one to have introduced the notion of the onomasiological model, which consisted of the onomasiological basis and the onomasiological feature. Later on, this theory was further developed by a Russian scholar Yelena Kubriakova (1978; 1990), her disciples (Панасенко 2010; Panasenko 2012; Полюжин 1997) and her numerous followers (Кислухина 2013; 2014; Курушкина 2010; 2012; Селиванова 2000; Теркулов 2008; Lančarič 2012). In recent works, this notion is applied while reconstructing onomasiological models or the conceptual structures employed in designation.

2 Basics of the onomasiological analysis

The necessity of the onomasiological analysis is defined by the fact that this kind of analysis being a logical development of the structural-semantic analysis, prepares the cognitive analysis of the lexicon. There are strong reasons to consider that the onomasiological analysis allows to reveal conceptual mechanisms of formation of this or that name of a plant and to specify the principles of their motivation.

As onomasiological studies of the end of the 70s-80s of the previous century show, this very type of the analysis was the ultimate goal of the derivative (secondary) lexicon analysis, and its results were used for the general description of the studied group of words features and, above all, concrete ways of its modelling. Cognitive linguistics revealed, however, opportunity and deeper generalizations of this material by the detailed analysis of the obtained data from the cognitive point of view, i.e., on their role in processes of the world cognition. In this sense the onomasiological analysis, like the word-formation one, was a certain stage in the formal and semantic consideration of the studied lexicon layer, preceding the stage of cognitive judgment of this lexicon.

Carrying out the onomasiological analysis, we must bear in our minds that it is the analysis of the linguistic activity form that represents the technique, which is very well worked-out on the material of the word-formation analysis. In the scope of the onomasiology the accent has shifted from the names of subjects to the research of the designation processes in general.

As a rule, structural-semantic analysis precedes the onomasiological one, which in our

research allowed to establish the main ways of the MPs' designation and their distribution in the languages under consideration. Further, derivatives and compound words, complex-compounds and word combinations have been analysed. The onomasiological analysis of the phytonym's structure allows to reveal designative potential of derivatives and compound words, as well as other models and to establish semantic and onomasiological features of these nominative units.

My research is based on the tertiary model of a derivative and compound word developed by Kubriakova (1978) that includes onomasiological basis, onomasiological feature and onomasiological predicate, which further on will be simply called a basis, a feature and a predicate.

3 Literature review

Onomasiological aspect of Romance, Germanic and Slavic lexicon has many a time been the object of linguistic research. I would have singled out studies of general character, highlighting methods and foundations of onomasiological analysis (Dokulil 1962; Евтушевский 1985; Кубрякова 1978; 1986; 1994); Курушкіна 2012; Панасенко 2010; Раевская 1981; Теркулов 2008) and studies of various thematic groups: animals' age (Бойко 1983), scientific and technical terminology (Дроздова 1989); toponyms (Хвесько 2007); terminology system of agriculture and soil microbiology (Кислухина 2013, 2014); culinary terms (Курушкіна 2010); MPs' names (Панасенко 2011; Panasenko 2012); political science terms (Трибунская 1980), etc. Despite a number of the researches of lexicon from the onomasiological and cognitive positions phytonyms are studied, however, insufficiently so far.

All these mentioned above investigations resulted in some classification principles of the onomasiological structure of the derivatives and the system of basis and feature singling out. However, in the analysis of complex-compound words and word combinations consisting of three and more elements, including a derivative or a compound word as one of its elements there arise certain difficulties on allocation of the basis and the feature. Detailed onomasiological analysis see in Панасенко 2010.

4 Predicates in phytonymic lexicon

The linking predicate as an obligatory element of the tertiary model indicates the type of the semantic relations between the basis and the feature in onomasiological structure. According to Yu.I. Yevtushevsky, "the semantic relations between the basis and the feature are expressed through an explicit onomasiological link or by the restoration of the implicitly presented predicate" (Евтушевский 1985: 158).

Now I will specify predicates, which can be found in phytonyms. Specific feature of the MPs' designation are hidden predicates which "are pulled out" by the basis and feature (Кубрякова 1990: 20). To define the meaning of the predicate and the feature attributed by it correctly, I had to attract background knowledge from other areas. E.g., in Russian common name of the Dandelion (*Taraxacum officinalis* Wigg.) *Зубник* /a tooth + suff./ a predicate of comparison (looks like smth.) attributes to the basis-suffix the feature of the form, whereas the Ukrainian common names of the Black henbane (*Hyoscyamus niger* L.) *Зубівник*, *Зубник*, *Зубовик* /a tooth + suff./ indicate not the plant's form, but its properties to soothe toothache by the enveloping the patient with plant smoke or by smoking a pipe filled by the herb. Another Ukrainian common name of this poisonous plant *Люльник* /pipe + suff./ testifies to the correct interpretation of this MP's name. Thus, the predicate of the purpose attributes to basis-suffix the feature of functional target.

The examples from my language material obviously demonstrate the interrelation between the basis meaning and predicate type: if the basis describes *substance*, then the predicate will be "consists of", if it denotes *material*, then the predicate is "made of". It is also possible to speak about the temporal predicate (blossoming time), a predicate of comparison (similarity to a known plant or an object) and predicate of functional target consequent from the feature, etc., which will be considered below.

So far as we present results of the onomasiological analysis of MPs' names let us take into account types of word-formation models and try to reveal interrelation between typical predicates and ways of the MPs' designation. This link is not so obvious, as, say, in the classification of basis, in which typical basis of the derivative word is the suffix of a noun and in the word unit designations – the name of a plant. Nevertheless, this link exists. The most frequent predicates are "ISA" and "HASA", which we interpret as "something is something" and "something has something", e.g.: French *Grand-eclair* – Greater celandine (*Chelidonium majus* L.) – smth., a plant, is large; English lit. *Yellow gentian* (*Gentiana lutea* L.) – smth., a plant, is yellow; Polish *Kwadratki* /square + suffix/ – European spindle-tree (*Euonymus europaea* L.) – smth., a plant's part (berries), represented by a

formal basis – suff. -k – is square; Dutch *Goudsbloem* /golden flower/, *Oranjobloem* /orange flower/ – Pot marigold (*Calendula officinalis* L.) – smth., a plant's part (flower), is golden/orange; *Groothoefblad* – Greater burdock (*Arctium lappa* L.) – smth. is large in size. An example of "HASA": English lit. *Small-seeded lentil* (*Lens culinaris* Medik.) – smth., a plant, has small seeds. Let us consider these and other types of predicates in details.

4.1 Predicates in derivatives

In those derivative words where the basis is the suffix, it is possible to allocate the greatest number of predicates. Some examples with suffixes allow us to attribute something to the class of plants with the predicate "ISA": Polish *Żółtnik* – *Chelidonium majus* L. – smth. is yellow. Czech phytonym *Hlavaček* – Pheasant's eye (*Adonis vernalis* L.) requires special explanation. *Hlavač* means a person or a creature having a large head (compare Russian *носач* – a person or an animal with a big nose). At the same time in this phytonym we have a diminutive suffix. In that case, MP's name can be interpreted as follows: a small (low) plant having a large glome. The predicate in this tertiary model is "HASA".

Now I would like to present less frequent but more interesting cases of other predicates, most of which can be found in Slavic languages where derivatives in our examples prevail: **predicate "carries out the action"** – Russian *Забируха* /to take away + suff./ – Shepherd's-purse (*Capsella bursa-pastoris* (L.) Medik.), *Грызник* /to nibble + suff./ – Вербейник монетчатый; Ukrainian *Зчисток* /to brush off + suff./ – Greater celandine (*Chelidonium majus* L.); Slovak *Záhojník* /to cicatrize + suff./ – Common yarrow (*Achillea millefolium* L.); **predicate "makes an action over the object"** – Russian *Ногтоедник* /smth. that "eats" the nail/ – Herb Paris (*Paris quadrifolia* L.); **predicate "possesses some property"** – Russian *Причена* /smth. that can stick/ – Череда трехраздельная, *Пыщалка* /contorted Пищалка, smth. that can squeek/ – Sweet flag (*Acorus calamus* L.) – a horn can be made from the hollow, *Порезник* /to cut + suff./, *Растуральник* /to massage, to rub + suff./ – Common yarrow (*Achillea millefolium* L.), *Бесиво*, *Бешеница* /mad + suff./ – Белена черная; *Бессмертник* /immortal + suff./ – Dwarf everlasting (*Helichrysum arenarium* (L.) Moench.), Czech *Krvavník* /blood + suff./ – Greater celandine (*Chelidonium majus* L.) – the plant has red juice; **predicate "has quantity of objects"**: Ukrainian *Тисяченець* /one thousand + suff./ – Common yarrow (*Achillea millefolium* L.) – smth., a plant, has one thousand of smth., plant's structure is meant; Czech *Trojník* /three + suff./ – Wild pansy (*Viola tricolor* L.) – indication that the flower has three colours; **predicate of functional target**: Russian *Прозорник* /transparent, clear + suff., MP treats eyes disease/ – Чистотел большой; Ukrainian *Бородавник* /wart + suff., MP takes out warts/ – Greater celandine (*Chelidonium majus* L.); Polish *Купалник* /to bathe + suff., MP is used to bathe a baby/ – Mountain arnica (*Arnica montana* L.); **predicate of comparison** (looks like smth.): Russian *Булавочник* /pin + suff./ – Meadow cranesbill (*Geranium pratense* R. Knuth); Ukrainian *Свічник* /candle + suff./ – Great yellow gentian (*Gentiana lutea* L.); Polish *Pienieźnik*, *Pieniążek* /coin + suff./ – Creeping Jenny (*Lysimachia nummularia* L.); **temporal predicate** (time of blossoming): Ukrainian *Майка* /May + suff./ – Dandelion (*Taraxacum officinalis* Wigg.); Czech *Majíček* /May + dimin. suffix, masc./ – Dandelion (*Taraxacum officinale* Wigg.).

4.2 Predicates in compounds

In compound words the number of predicates, in comparison with derivatives, is limited. I have managed to reveal the following predicates: **predicate "HASA"**: English *Monkhood* (*Aconitum napellus* L.) – someone has smth. – metaphoric designation of flower's unusual form; **predicate of comparison** (looks like smth.) – German *Wetterhahn* /cock's comb → weathercock / – Woodsorrel (*Oxalis acetosella* L.); Dutch *Egelkop* /head of a hedgehog/ – Eastern purple coneflower (*Echinacea purpurea* (L.) Moench.); **predicate "possesses some property"**: German *Schlafkraut* /somniaferous herb/ – Black henbane (*Hyoscyamus niger* L.), *Kun(d)igundenkraut* /kundigunden – to cancel, break off/ – Three-lobed Beggarticks (*Bidens tripartita* L.) – MP is used in skin diseases treatment; English *Buck-weed* – Creeping Jenny (*Lysimachia nummularia* L.) – MP has the property of alkali, *Stick-tights* – Three-lobed Beggarticks (*Bidens tripartita* L.); Russian *Разрыв-трава* /rupture + herb/ – Touch-me-not (*Impatiens noli-tangere* L.); **predicate "carries out the action"**: German *Schalkkraut* /schalen – to peel/, *Schindkraut* /schinden – to skin, to torture smb./ – Greater celandine (*Chelidonium majus* L.); *Verfangkraut* /verfangen – to carry out the action + herb/ – Mountain arnica (*Arnica montana* L.).

4.3 Predicates in complex-compound words

The number of the complex-compound words in our language material is limited, and the

basis in them is represented by the suffix. In such word-formation models I have found out only a few types of predicates: **predicate "HASA"** – Ukrainian *Чотирилистник* /four leaves + suff./ – Herb Paris (Paris quadrifolia L.); Slovak *Stolistnik* /one hundred + leaf + suff./, *Tisícilistnik* /one thousand + leaf + suff./ – Common yarrow (Achillea millefolium L.) – smth., a plant, has one hundred /thousand of smth., plant's structure is meant; **predicate of comparison** (looks like smth.): Polish *Złymniszek* /angry monk + diminut. suff./ – Aconite monkshood (Aconitum napellus L.) – the plant has a specific form of the flower, which looks like a catholic monk's hood; **predicate "makes an action over the object"** – Russian *Носочистка* /smth. that cleanses the nose/, *Рудометка* /smth. that marks the location of the ore/, *Серпореэник* /smth. that cuts the skin like a sickle/ – Common yarrow (Achillea millefolium L.); **temporal predicate** (duration of blossoming): Russian *Одномесечник* /one month + suffix/ – Pheasant's eye (Adonis vernalis L.).

4.4 Predicates in word combinations

In word combinations many predicates belong to the most popular types – "ISA" and "HASA", let us give some examples: **predicate "ISA"** Latin *Chelidonium majus* (L.) – Greater celandine – smth., a plant, is large; French *Ellebore noir* – Baneberry (*Actaea spicata* L.) – smth., a plant, is black; Russian lit. *Девясил шероховатый* – Hairy elecampane (*Inula hirta* L.) – smth., a plant, is asperous; Polish lit. *Drok gladki* – Dyer's broom (*Genista tinctoria* L.) – smth., a plant, is smooth; **predicate "HASA"** Latin *Capsella bursa pastoris* (L.) Medik.) – Common shepherd's purse – a shepard has a bag – metaphoric designation of plant's seeds; French *Bonnet de carré* /priest's hat/ – European spindle-tree (*Euonymus europaea* L.) – someone, a priest, has a hat – metaphoric designation of the specific form of plant's berries; Slovak *Sliez okruhlolistý* /a plant has round leaves/ – Common mallow (*Malva sylvestris* L.); English *Lady's foxglove* – Common mullein (*Verbascum thapsus* L.) – someone, a lady, has foxgloves. The last example needs interpretation: the plant's name reveals the structure of the surface of a leaf sheet – softness and velvet. The explanation comes from the following generally known facts: the English lady belongs to the nobility; she has gentle fingers, on which she can put on gloves from the skin only of the best quality; hunting for foxes in which ladies take part is also a characteristic feature of the English culture.

The variety of the predicate "HASA" is **the predicate "HAS a quantity of smth."**: Latin *Achillea millefolium* (L.) – Common yarrow – smth., a plant, has a thousand leaves, *Paris quadrifolia* (L.) – a plant that has four leaves; German lit. *Vielblattrige Einbeere* /a multifoliate plant with one berry/ – Herb Paris (*Paris quadrifolia* L.); Russian lit. *Вороний глаз четырехлистный* /crow's eye with four leaves/, *Одноягодник четырехлистный* /a plant, which has one berry and four leaves/ – Herb Paris (*Paris quadrifolia* L.), *Трава трицветная* /herb with three colours/ – Wild pansy (*Viola tricolour* L.), *Трилистник кислый* /a plant which has three leaves and is sour/ – Woodsorrel (*Oxalis acetosella* L.). We may also single out the **predicate "possesses some property"**: French *Cerise empoisonnée* – Belladonna (*Atropa Belladonna* L.) – smth., a plant, is poisonous; English *Sticking Roger* – Black henbane (*Hyoscyamus niger* L.), *Сонная трава* /herb that evokes sleeping state/ – Belladonna (*Atropa belladonna* L.); **temporal predicate** (time of blossoming): French *Colchique d'automne* – Common autumn crocus (*Colchicum autumnale* L.); **predicate of comparison** (looks like smth.): Dutch *Rode zonnenhoed* /red sun umbrella/ – Eastern purple coneflower (*Echinacea purpurea* (L.) Moench.), *Glazen multje* – (crystal shoes + dim. suff.) – Heartsease (*Viola tricolour* L.).

5 Discussion and conclusions. The problem of designation has been considered in numerous onomasiological studies. A substantial contribution to the solution of this problem was made by A.A. Potebnya (1913) who elaborated the notion of "the inner form of a word", or the initial word (with its form and content), from which a new word is derived. In recent works, this notion is applied while reconstructing onomasiological models or the conceptual structures employed in designation. The three elements of such models are the onomasiological basis (the concept represented in the final lexical and grammatical word-meaning), the onomasiological feature (the concept, which characterizes the basis and is manifested by "the inner form of a word"), and the predicate (the concept, which links the feature to the basis).

In the majority of my examples, most frequent predicates are the following ones: "ISA" and "HASA" together with "possesses some property", "carries out the action", "has a quantity of smth." (objects, features), compositional, comparative, causative, and temporal. Types of predicates have a certain relationship with the type of word building model and the basis type, e.g.: basis – substance (blood, salt) → predicate – compositional (consists of) → Russian (word combination) *Заячья соль*

/hare's salt/ – Woodsorrel (*Oxalis acetosella* L.); formal basis – suffix → predicate – **comparative** (looks like smth.) → Russian (derivative) *Сабельник* /sabre + suff./ – Sweet flag (*Acorus calamus* L.); Slovak (word combination) *Cigáňske gombíki* /gipsy buttons/ – Greater burdock (*Arctium lappa* L.); Czech (word combination) lit. *Zebráčká kabelka* /beggar's bag/ – Shepherd's-purse (*Capsella bursa-pastoris* (L.) Medik.); basis MP's used part → predicate – causative (the plant is used for the definite purpose because of its properties → Ukrainian (word combination) *Лихоманкова трава* /the herb is used to treat cold/ – Hedge hyssop (*Gratiola officinalis* L.).

My analysis of predicates shows that in MP's names their variety is very limited. We can select implicit but easily recovered predicates. In derivatives and complex-compound words with the formal basis represented by suffix, we come across comparative predicates. In word combinations with lexical basis denoting the plant the most typical predicates are "ISA" and "HASA".

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METAPHOR IN CREATING FEMALE IMAGES (BASED ON AMERICAN SONG FOLKLORE)

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Abstract. *The article describes the use of metaphor in creating female images in American folk songs. The purpose of the author is to investigate how metaphor intensifies female image, which function in the text. Considering the fact that American folk songs are rich in stylistic devices, metaphor proves to be one of the best to evoke feelings and convey emotions in connection to the relevant image. It also appears to be a powerful interpretation means forming the background of the female image. The research results demonstrate that specific negative historical background can stimulate appearance of new metaphors especially in times of political crisis.*

Keywords: *metaphor, stylistic device, female image, song folklore, American culture.*

1 Introduction.

Many researchers have paid considerable attention to metaphor issues, though there still are new horizons to challenge and bring new understanding of the linguo-cultural synergy. The topic in question has been of an increasingly high interest with Max Black (1955), Gilles Fauconnier (2008), Mark Johnson (1980; 1981), Zoltán Kövecses (2010), George Lakoff (1980; 1989; 2008), Ivor A. Richards (1936), John R. Searle (1979), Mark B. Turner (1987; 1989; 2008) and many other distinguished scientists throughout decades. Being an integral part of any language metaphor remains its basic element creating new ways to image perception. This is not surprising, since bright images are necessarily built with stylistic means and figures of speech, which emphasise, impact, enrich or hide certain features of theirs (Panasenko, 2014). Folklore is rich in stylistic devices and therefore opens many a way to feel the spirit of the whole ethnos through words (Сташко, 2014b; Сташко, 2015a; 2015b). Metaphors of different types convey key thoughts and impressions made by historical or cultural events and cannot be neglected if the latter require accurate interpretation. As female images in American folk songs lie in the sphere of my interests (Сташко, 2014a), metaphor analysis may significantly facilitate understanding the influence route which can be figuratively called *folk > words > images*.

2 Research background

My research deals with metaphor usage in American folk songs in depth with the focus on female images creation. The selected folk songs embrace 1800-1950 historical period of America mainly because America is a comparatively young country, which was born in the 18th century. Its folklore is also "young"; at the beginning it was just a replica of folk songs from Britain, Ireland, France and other countries the emigrants from which came to America due to different political, religious or personal reasons (Сташко, 2014c). With time there appeared local versions of famous and

favourite songs adapted to American realities. Besides, new emotions and lifestyles contributed to brand new songs and therefore typically American images. Moreover, American song folklore is also unique as quite a number of folk songs have authors. It is generally accepted that songs may be traditional, whose author is unknown, and popular, written by the author. The notions of traditional and folklore songs differ in different cultures (Панасенко, 2002), though, roughly speaking, they are synonymous in American song folklore.

The analyzed American folk song corpus with female images is taken from song collection books and almanacs (Appleby, 1991; Osman, 1993; Raph, 1986). The most prominent examples with metaphor used as a means to create female images are given hereunder.

3 Metaphor: definitions, research theories, functions and types

Before moving on to the research results discussion, we need to focus on some core definitions of the term *metaphor*, which shaped my position.

The English word *metaphor* derived from the 16th century Old French word *métaphore*, which comes from the Latin *metaphora*, "carrying over", in turn from the Greek *μεταφορά* (*metaphorá*) meaning "transfer".

The literature on metaphor shows a variety of approaches and theories to its research. For instance, *The Encyclopedia of Linguistics* says that "metaphor is defined from the "classical" perspective as a figure of speech, in which one word is used to indicate something different from the literal meaning, so that one thing or idea is likened to a different thing or idea. The classical view confines metaphor to ornate, flowery language, and assumes that the interpretation of any metaphorical use of language can be wholly reduced to literal meaning, which is its "real" meaning" (Strazny, 2005: 677-678). Max Black, with his interaction theory, claims that "metaphor is the result of a semantic interaction or tension between a metaphorical term and its context" (Ortony, 1993). Paul Grice and John Searle, representing the pragmatist position, believe that metaphor has to be reduced to the "literal" meaning by applying a series of pragmatic principles of conversation, like conversational maxims (Ortony, 1993). Lakoff and Johnson's book *Metaphors We Live By* (1980) started a new era of metaphor studies and encouraged a wave of cognitive linguistics. The Cognitive Theory of Metaphor enables people to understand new, complex, or abstract areas of experience ('domains') on the basis of more accessible domains, which are understood in their own terms. Therefore, metaphor is not just a matter of language use but also, and fundamentally, a matter of thought, which makes it immediately comprehensible.

Russian scholar Iliya R. Galperin generalised the definition to the one, in which metaphor is considered "the stylistic device based on the principle of identification of two objects... with transference of some quality from one object to another (1971: 139). Metaphor becomes a stylistic device when two different phenomena (things, events, ideas, actions) are simultaneously brought to mind by the imposition of some or all of the inherent properties of one object on the other which by nature is deprived of these properties. Such an imposition generally results when the creator of the metaphor finds in the two corresponding objects certain features which to his eye have something in common... But identification should not be equated to resemblance... Therefore it is better to define metaphor as the power of realising two lexical meanings simultaneously" (1971: 140).

As follows from the abovementioned definitions and theories applied to metaphor studies, this stylistic device has been in focus of scientists for many decades and still evokes new discussions. Speaking about gender and metaphor issues in complex it is possible to assume that any theory or approach a researcher uses to investigate images may bring expected and unexpected results, which can later extrapolate to new findings and interpretations.

Moving on to the key functions that metaphors play in creating female images in folk songs it is important to mention the following: they form new understanding of the concept, object, or character described comparing it to an item that may be more familiar; they create an image that has some positive/negative features and thus produce the effect initially implied with reference to historical, social or cultural contexts; and they help visualise and reproduce the image description. For these reasons, folk songs are rich in metaphor or at least in similar stylistic devices.

Having all these specific points in mind it is necessary to provide the existing types of metaphor and define the ones that could be appropriate when implied in song folklore studies. If classified according to the degree of unexpectedness, metaphors can be **genuine (fresh)** or **trite (dead, hackneyed)**. *The mind was thirsty* and *the foot of the mountain* are respective examples. Dead metaphors may get revived due to context, then they are called **sustained** or **prolonged** (*I have no spur to prick the sides of my intent*). Traditional classifications also include **absolute, burlesque, complex, conceptual, conventional, creative, extended, grammatical, mixed, orientational,**

primary, root, structural, submerged, visual, etc. **Personification**, as a kind of metaphor, endows a thing or a phenomenon with features peculiar of a human being.

Folk songs may contain any metaphor type, but the present research shows only those, which most contributed to image creation. Besides, the metaphors found in the analyzed songs may be classified as those, which help create female images and those, which create the background.

4 Discussion

Let us consider the cases of metaphor usage in the selected songs and ponder over their impact on creating female images. The first thing that needs to be mentioned is metaphoric song naming. There are bright examples to illustrate phytonymic metaphors, as *"Lily of the West"*, *"The Yellow Rose of Texas"*. It is noticeable that the idea behind such metaphors is to create romantic images, the words-indentifiers (lily, rose) bear positive meaning and evoke feelings of love and tenderness, the ones we have gazing at beautiful flowers. These points to spot are deeply embedded in the American culture. To strengthen the first impact *"Lily of the West"* contains several cases of using this metaphor: The name she bore was Flora, the Lily of the West; Betrayed was I by Flora, the Lily of the West; I love my faithless Flora, the Lily of the West. Even being betrayed, the man is still in love with this woman. *"The Yellow Rose of Texas"* exhibits similar cases: *There's a yellow rose in Texas, that I am going to see; She's the sweetest rose of color this darky ever knew; the Yellow Rose of Texas beats the belles of Tennessee; the Yellow Rose of Texas shall be mine forevermore*. From these metaphors it is clear that the girl is not his. If, on the one hand, it can be said that phytonymic metaphors with names of flowers immediately emphasise tenderness and beauty, the same is true for one more integral characteristic: flowers differ in their vulnerability. While lilies are tender and soft, roses are beautiful and spiniferous and thus independent or difficult to reach.

The "flower" theme is present in the other song called *"Sourwood Mountain"* with a positive female image (*My true love's a blue-eyed daisy*).

The further analysis of the American song folklore corpus revealed several bright metaphors that directly create positive, romantic and cordial female images: *So listen, my honey, listen to me ("A Man Without a Woman")*; *She's the joy of my life ("Billy Boy")*; *Lives fond Evelina, the sweet little dove, the pride of the valley, the girl that I love ("Dear Evelina, Sweet Evelina")*.

In contrast to this, there are metaphors that create negative female images. As we see in the song *"On Top of Old Smoky"* the line *A false hearted lover is worse than a thief* explains the well-known statement and thus creates an image of a dishonest girl. And the song *"The Farmer's Curst Wife"* depicts the wife who makes her husband suffer comparing her with bane and torment (for she's the bane and torment of your life).

Referring to genuine and trite metaphors, it is possible to make the following assumptions: trite metaphors (*My true love lives at the head of the holler* in *"Sourwood Mountain"* and *One night when work was finished just at the close of day* in *"Cowboy Jack"*) describe nature background only and are not in the scope of deep interest to image creation issues. While genuine metaphors are most often found in folk songs and contribute to visualization of images. Its examples are present in such songs as *"You Are My Sunshine"* (*So I hung my head, and I cried*), *"Enraptured I Gaze"* (*My heart is so fix'd that it never can rove*), *"I'll take you home again, Kathleen"* (*I always feel when you are near; That life holds nothing, dear, but you; Thy loving heart will cease to yearn where laughs the little silver stream*), *"Annie Lisle"* (*Down where the waving willows, neath the sunbeams smile, shadow'd o'er the murm'ring waters dwelt sweet Annie Lisle*).

The song *"The Rich Lady Over the Sea"* requires a bit of background explanation. It depicts "The Boston Tea Party", a historical and political event in 1773, when Britain (*the Rich Lady*) imposed taxes on everything they sent to the British Colonies in America (*the Daughter*) causing resentment there. The final straw was a tax of three pence per pound on tea, which resulted in protests and throwing the chests of tea into the waters of Boston. This act became known as "The Boston Tea Party" and led to the Revolutionary War. It is possible to believe that this historical fact must be considered in detail as it demonstrates the link to Lakoff's cogitations on metaphor in revolutionary times (Metaphor in Politics, 1991; The Political Mind, 2008). The expressed reasoning states that problem or crisis times provoke appearance of metaphors, which, in their turn, influence the process of making decisions. Thus it goes obvious that the number of metaphors is supposed to increase in times of socio-political and economic crises. Christ'l De Landtsheer (1991) conducted a study on the use of political metaphors in the Dutch political discourse in the period from 1831 to 1981. The study results proved that the use of metaphors as well as appearance of new ones correlated with the periods of crises. Another experiment was carried out on the material of Russian political discourse during 1998

crisis by Aleksandr N. Baranov (2003). And again the findings proved that the relative frequency of the use of metaphors increased sharply during the peak of the crisis.

These experiments have shown that the impact of metaphors in the decision-making process is valid, because in times of crisis society needs an intensive search for solutions of the existing problems. It confirms the hypothesis that metaphors influence the human thought.

It is now clear from these observations that the song "**The Rich Lady Over the Sea**" will undoubtedly contain metaphors, which make the female images milder but anyway ironically sharper:

There was a rich lady lived over the sea,
And she was an island queen,
Her daughter lived off in the new country,
With an ocean of water between.

You shall, cried the mother, and reddened with rage,
For you're my own daughter, you see,
And it's only proper that daughter should pay
Her mother's a tax on the tea. }3 times

To continue the presented topic it is worth analysing the metaphor *Katie Cruel is a roving jewel* in the song "**Katie Cruel**". The song got popular in 1775-1783, known as the Revolutionary War and the contrasting combination of *jewel* and *roving* demonstrates the hypothesis of decision-making. *Jewels* stand for a smart and beautiful girl who appeared to be under negative external circumstances (*roving* during the wartime). She still has a chance to change to the better if she gives up her roving lifestyle. But the name of the song "**Katie Cruel**" hints at an opposite scenario.

"**Go Tell Aunt Rhody**" is actually a European song, but it appeared popular among Afro-Americans only in America in the 18th century when the times left much to be desired. The image of the aunt is generalised and other names (Abbie, Mandy, Nancy, etc.) might substitute Rhody. Though there is no direct description of the aunt, her features are depicted indirectly. The song is actually about the death of a grey goose that was a serious problem in 18th century America as geese provided food and feather (Osman, McConochie, 1993: 11-12). The poetic text contains two personifications (*the goslings are crying; the gander is weeping*), and they refer to the illustration of the mourning procedure itself. However, due to this the image of Aunt Rhody gains new characteristics: poverty, despair, drama and frustration. All these are typical of troubled times. Do they evoke decision-making? Surely yes, as next time she might think how to anticipate such situations.

5 Conclusions

In the form, in which the cases of metaphor usage were analysed, it is possible to conclude that metaphors are a powerful key to emphasize certain features in creation of female images in folk songs. Regardless of their type, they generate a complex picture of a woman. Developed associations are able to create images and reveal the tiniest particles of the image reflection. Furthermore, the given examples of the research illustrate that culture-folk communication is much dependent on stylistic devices, and metaphors appear very helpful.

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"WOMEN'S TOPIC" IN PROSE AND ITS RECEPTION IN RUSSIA AND THE ANGLO-AMERICAN SLAVIC STUDIES

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Abstract. *At the end of XX - beginning of XXI century creativity of Dostoevsky Russian writer was experienced a new surge of attention of foreign scientists to the female images and in this direction turned to intensive research studies in the US and the UK.*

Authors of these works considered heroines of the writer in the context of Orthodox culture, as well as studied the irrational nature of their dual nature, to allow to speak about the current trends in the West, to the interpretation of women's images of the writer as a synthesis of mythological, Christian and psychological features.

It goes without saying that the "female" issue occupied an important place in the works of American writers as one of the "dimensions" of historical and cultural development of artistic consciousness and creativity.

As one of the dominant themes in American literature XIX- end of the beginning of XX centuries, it provided the key to understanding the place of women in society, her role in the development of social progress, the issue of the specificity of her rights and freedoms.

Keywords: *"women question", women equal rights, Orthodo cultura, social aspect, phenomenon of "new nife", "southern women"*

To tell the truth, a science discussion about the "female thread" in Russian classical literature would be were difficult without appeal to the creativity of F. Dostoevsky.

In the works of the great writer's female characters always seem to be very ideological and artistic value, because women are the bearers of human happiness and comfort in troubles, embody the idea of motherly and infinite sacrifice.

Like many of his contemporaries, F. Dostoevsky recognized the importance for freedom and equality for women, but at the same time believed that emancipation must be explained in terms of the Christian love for humanity. From his point of view, it was great mistake to solve the problem of the man and the woman separately, whereas he considered it as a single integrated organism. [23]

According to him, a woman should not aspire to be like a man, and the main flaw of the modern woman is precisely the extraordinary its dependence on some of their own men's ideas, the ability to take their word for it and believe in them uncontrollably. [15]

Dostoevsky captured different sides of female nature: freedom of feelings, dissatisfaction with life, a critical attitude to it sell and its handpicked successor, readiness to action, spontaneity and instinctive feminine nature. [15, 59]

At the turn of XIX-XX centuries, interest in the female images Dostoevsky was associated with a philosophical understanding of women's issues. [18]

New impetus for this interest has given the cult of Slavic femininity, Russian womanhood taking shape in the mid-nineteenth century, and later became popular in Russia and abroad. [22], [10]

At the end of XX - beginning of XXI century creativity of Russian writer was experienced a new surge of attention of foreign scientists to the female images and in this direction turned to intensive research studies in the US and the UK. [20]

The attention of researchers turned also to folklore and mythological foundations of female images F. Dostoevsky.

They considered heroines of the writer in the context of Orthodox culture, as well as studied the irrational nature of their dual nature, which allows us to speak about the current trends in the West, to the interpretation of women's images of the writer as a synthesis of mythological, Christian and psychological features. [21]

The way of perception and understanding of woman images F. Dostoevsky at the turn of XX-XXI centuries is known to increase researching words belonging to a particular scientific school, the theoretical orientation of literature and the chosen method of interpreting the heroines of the writer.

However American and English scientists aware of any failure of a single methodology for the holistic analysis of the author's position F. Dostoyevsky in relation to a female character. Therefore,

researchers are increasingly integrating the different approaches, trying to reach a new level of understanding of artistic synthesis of the universe Russian classics. [5]

Numerous parallels and roll in the perception assessment heroines of F. Dostoevsky's Russian and English researchers gave accurate picture of the strengthening of the relationship between researchers of different countries and of the integrity and unity of the literary process.

In addition, world philology community is working intensively to translate articles and science researching concerning Dostoevsky's creativity.

Mutual enrichment of Russian and foreign researchers ideas and achievements in the field of female characters F. Dostoevsky promoted a better understanding of the poetics of an artistic image, not only in the works of Russian writer, but also in the works of Russian and world literature XIX-XX centuries. [14]

Interpretation dialogue about female images of F. Dostoevsky taken a place English and American studies in late XX - early XXI century confirmed the idea M. Bakhtin's polyphonic principle of construction works of the writer. Russian scientist proved the idea of special self-extracting heroine obsessed to be heard, understood, with no well defined ideology and the inner world, but with a high consciousness and excessive self-esteem, configured to fight the obstacle to its limits, with the inclusion of all the mental faculties could appear only in the works of F. Dostoevsky. [9,127]

F. Dostoevsky turned to explore characters, solved his heroines and that way lead to diversity and polyphony of their internal "image" in the dynamics of events and plat twists.

Characters of F. Dostoevsky were outstood of different measure of spiritual maturity and the degree of realization of freedom. They reacted differently to the demands of the moral law.

In the opinion of the writer, for humanity, there were two ways of development, depending on the ability to use the gift of spiritual freedom.

The first of them was way violation of the moral law with the aim of egoistic self-assertion - called the way of the Antichrist. Development in this case would turn to degradation, and freedom with willfulness.

The second way was the path of love to promote the ideal of humanity. In this case people followed Christ, defeating sin and abnormality in his heart.

The images of Dostoevsky Grushenka and Katerina Ivanovna, like their predecessors - Nastasia, Aglaia, Dunya Raskolnikov and Sonia even Marmeladova, moved toward spiritual enlightenment, repentance and good.

Feminine images of F. Dostoevsky revealed extraordinary artistic achievement. "This was made possible as a result of focused study of polar dual unexpected, irrational female personality, and the inner spiritual and psychological conflict heroines of the novel was a manifestation of a special psychological manner of Dostoevsky". [9, 93]

Historical and social aspects of changing the place and role of women in American society in the period 1870 till 1910 of XX century determined a new look and new components of her worldview and perception of reality. [24]

It goes without saying that the "female" issue occupied an important place in the works of American writers as one of the "dimensions" of historical and cultural development of artistic consciousness and creativity. [16]

As one of the dominant themes in American literature XIX- end of the beginning of XX centuries, it provided the key to understanding the place of women in society, her role in the development of social progress, the issue of the specificity of her rights and freedoms. [2]

Researching great interest in the fate of American, exploring particularly feminine, feminine view of the world, women's values, studying the role of women in the various areas of society, American writers in their works sought to objectively reflect American life, the problems of women's emancipation and feminism, as well as to high lighter the development new priorities and social values, could be regarded as a kind of literary creation response to the change of the spiritual content in the appear in the works of G. James (1843-1916), K. Cholina (1851-1904), X. Garland (1820-1940), DG Phillips (1867-1911), T. Dreiser (1871-1945), C. Crane (1871-1900), D. London (1876-1916), Upton Sinclair (1878-1968) and other writers.

In the works created during this period, the authors sought to fill the live image content shaped in the real world the phenomenon of "new wife". [3]

But there was a great difference between women writers and male writers in the interpretation of this problem.

Male priority emphasized the social role of a woman leader, orator, political competitors and emerging social movements in society. [14]

The specifics of the approach to artistic interpretation of the "female" topics women writers comprised ability women writers easier and more natural to describe surrounded reality their daily life and the family. Since family life was for them the main habitats and the literary work directly or indirectly contributed to the reevaluation of values in favor of changing roles and functions, primarily in the family. [17], [15], [16]

The bulk of scientific papers devoted to the study of the role and place of women in the American South of the XIX century, make up the study of social and historical content.

These works considered the Status of American woman, as well as their place of residence, and raised the question about the degree of understanding between women of different classes and races («Southern Women», NY, 1988).

They analyzed the education system, described the history of the feminist movement and considered the degree of participation to slavery.

American writer highlighted the problem of the South during the Civil war. In these work there were numerous facts of domestic nature, including the rules of dating and courtship, marriage and related issues of the rights and responsibilities of women, the issues of procreation and education of girls, allowing to gave an accurate picture of the specificity of life. [6]

K. Dillman drew attention to the fact to be necessary to distinguish the concept of "Southern Women" and the concept "Women in the South," because only one fact of residence in the territory of the South did not give grounds to speak about particular attitude, special behaviors and the ways of self-identification, of American southern woman. [6]

Researchers at the phenomenon of "Southern women" often refered to the written testimony women lived in the South parts of the world.

At the same time the used diaries and texts of writers in the south region to find out a more complete picture of the southerners and their role and place in the social life of the South of the century. [12]

Due to the fact that literacy in the Old South was the privilege of the white population, naturally, a novel a memoir text were belonged on white women not from the slave, or more or less independent households, and hence their affidavits represented some ideological and philosophical concept. [11]

So far, in fact, only one widely known written evidence of black southerners, a former slave, related to the prewar period. This is memoir Harriet Jacobs «Incidents in the Life of a Slave girl: Written by Herself», 1801, and today they are the most cited in the works, which investigated the status of and the situation of Southern women.

Only in 2001 in the newspaper "New York Times" published an article by D. Kirkpatrick that has just discovered three hundred page texts entitled "The Bonds – Woman Narrative». At the preliminary conclusion of experts a found text is written as a novel with the date 1857, and its author is a runaway slave Jane Jenson. Today it is the earliest known novels written by black women.

As for the white women of simple estates, which belonged to salaried workers, their voice was completely absent in the southern women's literature.

By the time of the rise of interest in the study of the literary heritage of the South coincided with the rapid development of gender studies in the United States and has been associated with the release in 1953 of the English edition of Simone de Beauvoir's "The Second Sex".

He was the first to attempt and integrate consideration of the specifics of literary creativity of women XIX century.

American and English scientists also discovered the names of forgotten Southern writers of the century, some of which would later be numbered among the classics of American literature. An example, American scientists study the creative legacy of Kate Chopin (1850-1904), and it is now included in the national literary anthology and is recommended for required reading at the philological faculties of American universities.

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ANALYSES OF FOREIGN LANGUAGE TRANSLATIONS STUDY OF THE EPOPEE «THE WAY OF ABAY»

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Kazakh literature has been experiencing the matter of translation for many centuries. However, translation of Kazakh literature into foreign languages and vice versa got popularized in the middle of XX century. This phenomenon is scrutinized in the work known as «Problems of fine literature translation», which especially analyses stylistic and linguistic features of translation of Russian literature into Kazakh language from 1950. Researchers point out that fine work of Kazakh literature was also translated into Romanic-Germanic languages. In 1953 the epopee «The way of Abay» by Mukhtar Auezov was translated into English and German languages. At this period of time the named epopee was published in the abovementioned languages in such countries as Poland, Hungary. In 1958 the epopee's first part was named «Abay's youth», and in 1960 the second part was published in France named «The way of Abay» [1, p.49]. In 2004 the epopee was translated into Chinese and Romanic languages, and in 1997 N. Asgar Zade translated it into Persian [2].

The Russian version of the novel was published in 1950, and with agreement of Mukhtar Auezov the novel was re-translated into Russian. The author's opinion about the matter is as follow: «It was a reasoned urge to re-translate the epopee for Abdizhamil Hurpeisov pointed out its importance at the period of publishing of world literature collection of 200. One and the same novel may be translated by five different people, and the result will differ in many aspects whether it is more grasping or deeper, which means combined translation may not be embedded into one. The matter of such translation has always been object of observation of Gerold Belger who brought valid facts about it. The average quality of Russian translation did not satisfy him and he used to compare them with the original version of the work which apparently did not justify the Russian version of translation» [3]. This criticism was founded on the contemporary national mentality which does not coincide with the actual evaluation of the translation for that period of time, as «the best translation among Kazakh literature patterns».

Further this report will consider research over «The way of Abay» epopee's translation into foreign languages.

1. The novel immediately attracted researchers' attention after being translated into English and German languages. There were several reasons for it: first of all, the epopee of «The way of Abay» could stand for the most valuable and significant product of Kazakh literature and culture. Above all the novel's translation was assessed as one of the best ones. In addition, these translations led to the start of comparative linguistic research in Kazakh language studies.

2. «The way of Abay» epopee was initially studied with the use of comparative method by A. Ermagambetova who analysed and worked on transmission of Kazakh national realias into English language, and by this she contributed into development of practice of translation. According to the author, since the 1970's the matter of translation required theoretical bases, and only then started its independent being. Undoubtedly, the novel's plot was based on particular period of Kazakh daily life which reasons wide range of national realias use in the work. Realias brought in the work, were transferred by means of transliteration, analog, description and contextual translation. This is the way the author concludes the work [4]. Nevertheless, our observation reveals that English version brings less concrete examples, and the other languages into which the epopee was translated could not offer complete and satisfying examples. So the author emphasizes the importance of use of transliteration and analog in translation.

B.Repin also took into consideration the mentioned methods of translation when translating «The way of Abay» into German language. He suggests six types of analog and considers it to be effective in translation, and successfully implemented it in translating the epopee's realias into German. B. Repin states that national realias, conceptions and their external resemblance and equality occur by means of dialectisms as analogs, what brings to the following conclusion: «translation of words-realias with the help of analogs provide clarity and easiness of understanding, simplicity of authentic words-realias conveyed by means of translation language» [5, p. 79].

The matter of translating the novel into French was investigated by Y. Sushkov. He analysed the matter of transformation of contextual meanings, polysemantic words and phraseologisms. As Mukhtar Auezov remarked, French version of the novel appeared to be the most successful translation from all the others, and he expressed his opinion about the translator the following way: «According to the view of the specialists, French version of the novel succeeded thanks to creative inspiration of the translator, Antuan Vitez, who could create considerable and significant root for the novel among the French readers» [6].

It required special attention to consider interrelation between the practice and theory of translation implemented in «The way of Abay» epos's translation into Romanic-Germanic languages. This very issue raised arguments among the authors. Furthermore, in 1970's linguistic theory of translation had not founded its bases in the world science, so even the Kazakhstani scientists who made comparative research on Kazakh and foreign materials could not suggest any bases.

German and English translations of the epos still remain lacking bright and exact facts from the authentic source, which is reasoned by vague and row state of conceptual and terminological bases of translation.

However, study on «The way of Abay» translations' peculiarities has not stopped yet till nowadays. At this point one can notice several extralinguistic factors, such as spreading cultural heritage of Kazakhstan through translating the literature; increasing the significance of translation among contemporary branches of science (cognitive linguistics, anthropocentric linguistics, textology, and intercultural communication); influence of translation issues on comparative linguistics study.

The science of literature also interrelates with comparative aspects. As an illustration for this we suggest work by M. K. Madanova, known as «Kazakh French literary relations in XX century and problems of comparative science of literature» [7].

Today «The way of Abay» epos's translation has gained wide range of research in science of comparative linguistics. According to researchers, this is reasoned by importance of comparative studying interlingual relations and processes that occur in them, data of what contribute greatly to science. This matter was considered in works of G. Dukembay [8], K. Karimova [9]. The method of translation of idioethnic phraseologisms met in Russian and German translations was chosen as a paper work of G. N. Dukembay.

Researcher made effort to analyse phraseological units from the intercultural aspect, pointed out their ethnical and cultural significance. Bellow there are methods used to translate the epos into Russian and German languages, some of which were effective and ineffective:

- direct translation. This method was applied in order to convey the phraseological units' ethnic character in exact way. To the author's mind, the method of direct translation is efficient and optimal in transmitting national peculiarity without any meaningful and structural change;
- analog was used translate the phraseological units from Kazakh language absolutely or relatively;
- descriptive translation differs in describing the phraseological units that would not be clear with direct translation. As the author gives references to the units, this type of translation is more likely definition of the unit;
- contextual translation. This type of translation allows to define meaning through the context of the unit's use;
- omission. In translation sometimes it is necessary to omit some phraseological units to keep aesthetic feature of them [8, p.11].

Linguistic units form ethnical mentality and national archetype, builds a picture of conceptual system of language and defines it axiological features. All these functions contribute into the practice of literary work translation. Such linguistic units were known as «vocabulary without analog» in the primary stage of research. Later, when science of comparative linguistics has developed, the named linguistic units started to be investigated by studies of linguaculture. Researchers are trying to find new positions to analyse the matter of translation of concepts and linguacultural units. K. Karimova dedicated work related to this sphere of investigation, known as «Transformation of linguacultural units of epos «The way of Abay» [10]. It defines units characteristic to linguistic concepts, national mentality, mentions methods of effective translation that allows approximate or analogical conveyance of the novel's content. K. Karimova brings names of colors that come along with the following vocabulary that carries cultural identity: *атишабар, жертөсек, жеңге, жұт, жігіт, малыш, қатын, түндік, ағайын, пұшпақ ішік, аяқ баспас жер, аға, қасқыр бала*. Neat observation brought her to the following conclusion:

«Notion of different colors can also appear as a tool of determination the culture. Every nation has system of colors notion that can be used as bases for world's model formation. Being kind of a model, it embraces field of human being's relation to the nature. This phenomenon is not only about perceiving it visually; it also about cognition of the whole world as a value, and handing it to the next generation» [9, p.18]. To prove the mentioned, author brings the following examples:

1. Suindik used to say that there would be red banner to sign about the death of a young man, and white banner for an old man. But if man of a middle age dies as Bojey, they should raise a banner that is of a red color on one side and white on the other.

In Russian: *Суюндук ответил, что у тела молодого умершего вывешивается красное знамя, должно состоять из двух полос-черной и белой.*

K. Karimova evaluated this translation as incorrect. «Both direct and indirect versions of translations aren't flawless» [9, p.18]. Summing up, one can notice the attempt of the work to demonstrate the matter of transmission of linguacultural units and cultural realias.

The rest part of the article will consider practical problems of Kazakh fine literature translation between Kazakh and Persian languages from the scientific point of view.

In 2000 Islam Zhemenev, scientist of Iran culture, published textbook «Hafiz and Kazakh literature», which describes aims of translation in Kazakh-Iran cultural relation: «it is obvious that translation function as a mediator to introduce and popularize a nation's literature to other nations. It is a talent that requires skills and laborious work, which means there are difficulties on its way. For instance, Persian poetry is known as heritage rich of mystery, stylistic devices and poetical beauty».

D. Duisebayev's scientific analysis needs to be mentioned here due to what we can get familiar with translation quality of epepee in its Persian version. The author elaborates on M. Auezov's use of stylistics devices and other literary means in portraying Kazakh nation's life [11]. This research greatly contributed into the science of translation as well as into theory and practice of ethnolinguistics, and science of liguaculture.

In practice translation of the epepee «The way of Abay» into Persian revealed many nuances like conveyance and remaining value and stylistic color of the authentic work, considering the linguistic phenomena like proverbs, sayings and phraseological units. There also was found place for grammatical inversion in the paragraphs, contextual use of lexical units that are characteristic to the author's style. Scientific research over this matter showed that these kinds of transformations can't transmit exact intention of the author, the original idea of the situation met in the novel.

Analyses of the epepee's translation gave possibility to look closer at the difference of national perception of colors in different national mentalities. Consequently, scientists considered it to be important to investigate the problem of choosing color vocabulary, replacing them or misusing different lexical units that are peculiar to the language of translation.

D. Duisebayev mentions that Iran translator tried to work on the epepee's Persian version elaborately, so that it is closer to the original work on the bases of the Russian version. However, he notices that the translator could not convey ethnocultural points, national realias exactly. Besides this, D. Duisebayev sees possibilities to translate names of characters, waters, lands in the Persian translation, what was neglected by the translator. There also was misleading in the translation in terms of conveying meanings of proverb, idioms and other expressions that are particular to Kazakh language.

The scientist explains such flaws of the translation by not translating into authentic version of the epepee, but from second version of it. According to his conclusion, it is not possible to translate flawlessly if the translator is not familiar with the nation's culture, daily life and ethnical peculiarities personally [11].

These observations made by D. Duisebayev can be related to mistranslations made when transmitting analogs of the colors used in the epepee. For historical and natural peculiarities, symbolical qualities and archetypical picture of the colors in Kazakh language need special consideration, there possibly could be mistranslations on them. To identify correct conveyance of such national peculiarities scientists suggest typological research of mentioned matters.

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УМОВИ ВПРОВАДЖЕННЯ МОДЕЛІ ПСИХОЛОГО-ПЕДАГОГІЧНОГО СУПРОВОДУ ДІТЕЙ З ПОМІРНОЮ РОЗУМОВОЮ ВІДСТАЛІСТЮ ТА ЇХ СІМЕЙ

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Abstract. *The article touches upon the features of the development of the pedagogical competence of parents of children with moderate intellectual backwardness in the process of psycho-pedagogical support. The article deals with the content of psycho-pedagogical conditions for the development of pedagogical competence of parents of children with intellectual development in the process of psycho-pedagogical support.*

Designing model of psychological and pedagogical support of families of children with moderate mental retardation were subordinated to the objective laws of psycho-pedagogical research

One of the main tasks in the development of psycho-pedagogical conditions for implementation of the model of psycho-pedagogical support of children with moderate mental retardation and their families is the definition of conceptual positions of development of this process. Author of the article formulated main conceptual theses implementation of this process.

Highlighted by the author psychological conditions are closely linked and are mutually reinforcing components of pedagogical competence of parents of children with intellectual development in the organization of psychological-pedagogical support for families of children with special intellectual development.

Keywords: *psycho-pedagogical support, families of children with moderate intellectual backwardness, mental retardation, mental and physical development disorders, children with moderate mental backwardness.*

В даний час суттєво зросла зацікавленість щодо проблеми допомоги дітям із вираженим ступенем розумової відсталості – дітям з помірною розумовою відсталістю (за МКХ – 10: F71). Значне зниження інтелекту у цих дітей до останнього часу давало підстави називати їх «ненавчуваними», тобто такими, що неспроможні систематично навчатися і отримувати освіту навіть у межах програми школи для розумово відсталих дітей. Характеризуючи засади

навчання і розвитку цих дітей, можемо констатувати, що в цілому вони базуються на позиціях біхевіоризму – психологічного напрямку, який розглядає навчання як формування умовних реакцій на основі безпосереднього підкріплення. У зв'язку з цим у країнах західного світу щодо дітей з помірною розумовою відсталістю віддається перевага терміну «тренування». У вітчизняному досвіді у цьому контексті широко вживається термін «виховання», під яким розуміють постійний і послідовний процес цілеспрямованого формування навичок, починаючи з особистої гігієни, побутової праці, мовлення та спілкування і закінчуючи відносно самостійним життям людини з помірною розумовою відсталістю у суспільстві під опікою дорослих [1, с. 63]. Отже на відміну від дітей з типовим розвитком на яких вплив сім'ї з віком послаблюється й по досягненню дитиною повноліття роль сім'ї значно знижується й людина може приймати самостійні рішення щодо визначення власного життєвого шляху, для дітей з помірною розумовою відсталістю роль сім'ї значно не змінюється й по досягненню ними повноліття, а тому, посилюється. У зв'язку з цим одним з перших завдань у психокорекційній роботі із дитиною з помірною розумовою відсталістю, є формування контактів із сім'єю, спрямованості дитини на співпрацю з нею.

Зазначена ситуація ускладнюється тим, що сьогодні традиційні механізми роботи з сім'ями дітей з помірною розумовою відсталістю, здійснюються як складова психолого-педагогічного супроводу дітей з помірною розумовою відсталістю, що не дозволяють сповна задовольнити потреби самих батьків у різних видах соціальних послуг (психолого-педагогічних), а отже, потребують творчого переосмислення.

З урахуванням викладеного матеріалу, метою статті, є аналіз умов впровадження моделі психолого-педагогічного супроводу дітей з помірною розумовою відсталістю та їх сімей.

Доцільним є збереження термінологічної однозначності щодо сутності наукових дефініцій в нашій статті «супровід». Наукова категорія «супровід» достатньо часто використовується у психолого-педагогічній літературі, проте на сьогоднішній день відсутнім є єдине трактування даного терміну. Етимологічно термін «супровід» є близьким до таких понять, як, «психологічна підтримка» та «сприяння» (К. Гуревич, І. Дубровина, Э. Верник, Ю. Крылова, И. Макарова, Х. Лийметс, Ю. Сизрд), «співробітництво» (С. Хорунжий), «психологічне забезпечення» (А. Деркач, Т. Шеломова). У новому тлумачному словнику української мови «супровід – це те, що супроводить яку-небудь дію, явище ... товариство, оточення; група людей, яка супроводжує когось» [3, с. 457]. Англomовним аналогом категорії «супровід» виступають поняття «Client management» та «Case management», – що означає «ведення клієнта» та «ведення випадку», – тобто індивідуальна робота з клієнтом з метою надання йому психологічної підтримки; діяльність, спрямована на вирішення психологічних проблем конкретного індивіда, конкретного соціального прошарку або соціальної групи [4, с. 6]. Вищезазначене дозволяє констатувати, що поняття «супровід», у загальному розумінні найчастіше використовується як взаємодія супроводжувачого і супроводжуваного, спрямована на особистісний саморозвиток супроводжуваного та яка проявляється в допомозі і підтримці, без нав'язування тих або інших рішень та правил.

Під психологічним супроводом нами розуміється модель, що забезпечує створення умов для вибору суб'єктом оптимальних рішень у різних ситуаціях життєвого вибору батьками дітей з помірною розумовою відсталістю. Спрошене трактування: супровід – це допомога суб'єкту у виборі рішення в складних ситуаціях. Суб'єктами розвитку є сім'я/батькі дитини з помірною розумовою відсталістю і соціальна система. Ситуації життєвого вибору – множинні тяжкі/проблемні життєві ситуації, шляхом вирішення яких сім'ї дітей з помірною розумовою відсталістю визначають для себе шлях розвитку.

Спираючись на сутність зазначеної системи, під психолого-педагогічним супроводом дітей з помірною розумовою відсталістю та їх сімей, ми розуміємо модель комплексної психолого-педагогічної підтримки і допомоги дитині з помірною розумовою відсталістю та її сім'ї, у вирішенні завдань щодо розвитку, виховання й соціалізації зі сторони фахівців різного профілю галузі корекційно-компенсаторної спрямованості діючих скоординовано.

У контексті нашого міркування суб'єктом такого супроводу виступає сім'я, і основна вісь взаємовідносин, що вимагає втручання і допомоги фахівця, - це вісь батьківсько-дитячих відносин, особливо на етапі підготовки дітей з помірною розумовою відсталістю до навчання - в період психологічної та соціальної адаптації дитини з особливостями інтелектуального розвитку до умов спеціального загальноосвітнього закладу.

Проектування моделі психолого-педагогічного супроводу сімей дітей з помірною розумовою відсталістю підпорядковувалося об'єктивним законам психолого-педагогічного наукового дослідження:

1) формулювання мети моделі психолого-педагогічного супроводу дітей з помірною розумовою відсталістю та їх сімей;

2) обґрунтування принципів моделі психолого-педагогічного супроводу дітей з помірною розумовою відсталістю та їх сімей;

3) теоретичне обґрунтування компонентів моделі психолого-педагогічного супроводу дітей з помірною розумовою відсталістю та їх сімей, розробка та зміст;

4) виділення умов ефективного функціонування моделі психолого-педагогічного супроводу дітей з помірною розумовою відсталістю та їх сімей;

5) визначення основного результату, обґрунтування механізмів організації психолого-педагогічного супроводу дітей з помірною розумовою відсталістю та їх сімей;

6) апробація моделі психолого-педагогічного супроводу дітей з помірною розумовою відсталістю та їх сімей в рамках виділених умов.

Одним з головних завдань у розробці психолого-педагогічних умов впровадження моделі психолого-педагогічного супроводу дітей з помірною розумовою відсталістю та їх сімей, є визначення концептуальних положень розвитку зазначеного процесу. Сформулюємо їх.

Перше концептуальне положення полягає в тому, що впровадження моделі психолого-педагогічного супроводу дітей з помірною розумовою відсталістю та їх сімей має визначатися у відповідності до формування соціальної та освітньої політики України.

Друге концептуальне положення базується на розумінні сім'ями того факту, що умовою для виховної діяльності та успішної психологічної адаптації дитини з помірною розумовою відсталістю до навчання є їх педагогічна компетентність.

Третє концептуальне положення передбачає забезпечення впровадження моделі психолого-педагогічного супроводу дітей з помірною розумовою відсталістю та їх сімей комплексом психолого-педагогічних послуг за допомогою якого, сім'ї дітей з помірною розумовою відсталістю зможуть усвідомити: роль розвитку педагогічної компетентності в процесі виховної діяльності; здатність впливати на результат свого особистісного розвитку; особистісну відповідальність за ефективність виховного процесу і перейти в позицію активної участі щодо психологічної адаптації дитини з помірною розумовою відсталістю до навчання.

Четверте концептуальне положення передбачає необхідність врахування впливу навколишнього середовища на функціонування сім'ї дитини з помірною розумовою відсталістю: на зовнішньому (державна соціальна / освітня політика, заклади корекційно-компенсаторної спрямованості) і внутрішньому (подружні / дитячо-батьківські стосунки, сіблінгового / сібсові взаємини, вплив найближчих родичів / сусідів) рівнях.

П'яте концептуальне положення відображає необхідність в забезпеченні комплексності, послідовності і безперервності розвитку педагогічної компетентності батьків дітей з помірною розумовою відсталістю в процесі психолого-педагогічного супроводу.

У нашому дослідженні ми поставили за мету визначити психологічні умови впровадження моделі психолого-педагогічного супроводу дітей з помірною розумовою відсталістю та їх сімей. У філософському енциклопедичному словнику поняття «умова» розуміється як те, від чого залежить щось інше (що обумовлюється); істотний компонент комплексу об'єктів (речей, їх станів, взаємодій), за наявності, якого з необхідністю впливає існування даного явища. У психології поняття «умова», як правило, представлено в контексті психічного розвитку і розкривається через сукупність внутрішніх і зовнішніх причин, що визначають психологічний розвиток людини, що прискорюють або уповільнюють його, що впливають на процес розвитку, його динаміку і кінцеві результати [2]. Таким чином, під умовою мається на увазі категорія, що виражає такі відносини предмета до оточуючих його явищ, без яких він не може виникнути й існувати [5].

Виявлення нами істотних характеристик процесу психолого-педагогічного супроводу дітей з помірною розумовою відсталістю та їх сімей дозволило розробити психологічні умови впровадження моделі психолого-педагогічного супроводу дітей з помірною розумовою відсталістю та їх сімей: 1) спрямованість моделі психолого-педагогічного супроводу дітей з помірною розумовою відсталістю та їх сімей на розвиток педагогічної компетентності батьків дітей з помірною розумовою відсталістю; 2) координація діяльності установ корекційно-компенсаторної спрямованості в процесі впровадження моделі психолого-педагогічного супроводу дітей з помірною розумовою відсталістю та їх сімей; 3) забезпеченні комплексності, послідовності впровадження моделі психолого-педагогічного супроводу дітей з помірною розумовою відсталістю та їх сімей Центру колективного використання: Консультативно-методичний центр «Довіра», Наукової лабораторії корекційно-реабілітаційних технологій на базі кафедри корекційної та інклюзивної освіти Сумського державного педагогічного університету імені А.С.Макаренка.

Перша психологічна умова впроваджувалася шляхом спрямованості моделі психолого-педагогічного супроводу дітей з помірною розумовою відсталістю та їх сімей на розвиток педагогічної компетентності батьків дітей. Дослідження показало, що зміст психолого-

педагогічного супроводу дітей з помірною розумовою відсталістю та їх сімей доцільно визначати через методи, форми та механізми психолого-педагогічної роботи з сім'ями дітей з особливостями інтелектуального розвитку. В рамках реалізації першого психологічної умови нами було розроблено та впроваджено в практику психолого-педагогічної роботи з дітьми з помірною розумовою відсталістю та їх сім'ями: психолого-педагогічний тренінг для сімей дітей з помірною розумовою відсталістю; цикл батьківських лекторіїв.

Реалізація другої психологічної умови була пов'язана з координацією діяльності установ корекційно-компенсаторної спрямованості в процесі впровадження моделі психолого-педагогічного супроводу дітей з помірною розумовою відсталістю та їх сімей. Нами було скоординовано партнерство Сумської обласної громадської організації «Центр підтримки та розвитку родини «Калинове гроно», Сумського державного педагогічного університету імені А. С. Макаренка. Результатом взаємодії зазначених організацій стала організація методичного обласного семінару, методичні рекомендації щодо здійснення процесу психолого-педагогічного супроводу дітей з помірною розумовою відсталістю та їх сімей, мета і зміст якого спрямовані на розвиток педагогічної компетентності батьків - для працівників установ корекційно-компенсаторної спрямованості, що здійснюють психолого-педагогічний супровід дітей з помірною розумовою відсталістю та їх сімей.

Впровадження третьої психологічної умови вимагало забезпечення розвитку педагогічної компетентності сімей дітей з особливостями інтелектуального розвитку засобами діяльності Центру колективного використання: Консультативно-методичний центр «Довіра», Наукової лабораторії корекційно-реабілітаційних технологій на базі кафедри корекційної та інклюзивної освіти Сумського державного педагогічного університету імені А.С. Макаренка спрямованої на надання комплексної професійної допомоги та підтримки психолого-педагогічного супроводу сімей дітей з особливостями інтелектуального розвитку. Реалізація цієї психологічної умови була спрямована на організацію та забезпечення діяльності Центру колективного використання: Консультативно-методичний центр «Довіра», Наукової лабораторії корекційно-реабілітаційних технологій по двом додатковим напрямкам: 1) консультативно-методична робота з надання комплексної професійної допомоги та підтримки спеціальним психологам / корекційним педагогам, які здійснюють психолого-педагогічний супровід сімей дітей з особливостями інтелектуального розвитку з метою розвитку їх педагогічної компетентності; 2) психолого-педагогічна допомога і підтримка батьків дітей з особливостями інтелектуального розвитку у сфері розвитку їх педагогічної компетентності.

Виділені нами психологічні умови тісно взаємопов'язані між собою і є взаємодоповнюючими складовими розвитку педагогічної компетентності батьків дітей з особливостями інтелектуального розвитку в процесі організації психолого педагогічного супроводу сімей дітей з особливостями інтелектуального розвитку. Дане дослідження відповідає всім аспектам розвитку педагогічної компетентності батьків дітей з особливостями інтелектуального розвитку в процесі психолого-педагогічного супроводу сімей дітей з особливостями інтелектуального розвитку, перспективними напрямками які є актуальними в даному контексті і потребують подальшого вивчення, є удосконалення професійної підготовки а також перепідготовки спеціальних психологів / корекційних педагогів у процесі здійснення психолого-педагогічного супроводу сімей дітей з особливостями інтелектуального розвитку.

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