

À la fin de cette application de la sémanalyse dans l'étude du titre de l'œuvre, et qui nous a été inspirée par le fait que cette technique d'approche s'apparente à la méthode d'investigation psychanalytique, nous pouvons avancer dans un premier temps, que le nombre de glissements géno-texte que nous pouvons avoir par rapport à un discours ou à un énoncé sont d'un chiffre assez important, les glissements représentatifs du titre que nous avons travaillé précédemment ne sont, en fait, qu'un infime nombre des éventuelles représentations et des possibilités de combinaisons des unités formants le géno-texte que nous pouvons avoir.

Il est utile d'ajouter, que l'importance que nous avons accordée à l'analyse du titre de l'œuvre, nous a été inspirée par l'importance que Nina Bouraoui a octroyée au titre de son roman. En effet, tout au long de notre lecture de son l'œuvre *Mes mauvaises pensées*, nous avons noté que le titre s'est manifesté à plusieurs reprises dans le roman, nous parlons ici d'exactlyment 31 reprises du titre dans le roman ; chose qui est à notre connaissance assez inaccoutumée et qui a suscité notre intérêt pour cet élément du péritexte.

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UDC 633:006.72:811.111–26

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COLOUR TERMS IN CROP PRODUCTION DISCOURSE OF MODERN ENGLISH

The article deals with the research of colour terms in crop production discourse of modern English. Peculiarities of colour terms formation are considered. Word building models are marked out. The meaning of colour terms, their polysemy, omonymy and synonymy are studied.

Key words: discourse, term, colour term, word building, polysemy, omonymy, synonymy.

КОЛОРОНИМИ У СІЛЬСЬКОГОСПОДАРСЬКОМУ ДИСКУРСІ ГАЛУЗІ РОСЛИННИЦТВА (НА МАТЕРІАЛІ СУЧАСНОЇ АНГЛІЙСЬКОЇ МОВИ)

У статті досліджуються номінації кольорів у системі сільськогосподарських понять галузі рослинництва сучасної англійської мови. Розглядаються особливості утворення термінів, у складі яких функціонують колороніми. Виділяються словотворчі моделі. Вивчається семантика кольоропозначень, їх полісемія, омонімія і синонімія.

Ключові слова: дискурс, термін, колоронім, словотвір, полісемія, омонімія, синонімія.

КОЛОРОНИМЫ В СЕЛЬСКОХОЗЯЙСТВЕННОМ ДИСКУРСЕ ОТРАСЛИ РАСТЕНИЕВОДСТВА (НА МАТЕРИАЛЕ СОВРЕМЕННОГО АНГЛИЙСКОГО ЯЗЫКА)

В статье проводится исследование названий цветов в системе сельскохозяйственных понятий отрасли растениеводства современного английского языка. Рассматриваются особенности образования терминов, в структуре которых используются колоронимы. Выделяются словообразовательные модели. Изучается семантика цветообозначений, их полисемия, омонимия и синонимия.

Ключевые слова: дискурс, термин, колороним, словообразование, полисемия, омонимия, синонимия.

Color terms belong to the object of study by a number of sciences (nature study, physics, astronomy, psychology etc.). In addition, this category is an integral part of art. It is known that colour may be characterized by its meaning, symbols, emotional and psychological interpretation. Investigation of colour terms is of great importance for linguistic science, as they are a significant part of language vocabulary and widely used.

We support the definition given by I. Kovalska and consider colour terms as lexical items with denotative meaning of a colour characteristic [2].

It should be mentioned that the problem of coloristics is not new in linguistics at present time. It was studied in various directions as follows: connection and interaction between conceptualization of colour by native speakers and development of colour terms vocabulary in the language (B. Berlyn, P.Key, T. Pristley), colour in terms of psycholinguistics (O. Vasylevych, R. Frumkina, O. Zalevska), structural and semantic analysis of colour terms (V. Franchuk, T. Pastushenko), history of genesis and development of colour lexical items (M. Chykalo, O. Dzivak), colour terms in artistic speech (D. Alen, G. Elis, A. Krytenko, I. Babii) etc. In spite of such a wide range of coloristics research, there are some aspects which have not still been investigated.

The given article is aimed to research colour terms in crop nominations of agricultural discourse in modern English. It should be noted that the phenomenon of colour in English is presented in scientific papers of both Ukrainian (N. Rud, Yu. Zharoid, I. Vorobyova) and foreign scientists (D. Poliakov, N.J. Smelser, P.B. Baltes and others). However, the problem of colour terms studies in the context of modern English terminology of the certain thematic direction, particularly in crop growing branch, remains a lacuna in modern linguistics. Hence, a holistic study of the given problem will contribute to further research of coloristic and linguistic issues.

It should be mentioned that colour terms have different structure. By this criterion we classify them as follows:

- simple (white, yellow, blue);
- derivative (creamy, darkish, whitened);
- compound (cherry-red, grey-white, pink-and-whiteness).

In our research we study simple colour terms in crop farming discourse of modern English.

Our attention is concentrated on the system of notions that deals with crop farming including nominations of crops, soil, plant diseases etc. For system-oriented analysis we have taken 1008 terms of crop production branch which contain colour terms in their structure. Besides, we have identified frequency of functioning of a certain colour in nominations of the given sphere. Speaking about common colour terms used in modern English we support the idea of I. Vorobyova who notes that the group of main colour nominations in this language includes 11 words (white, black, red, orange, yellow, brown, green, blue, grey, purple, pink) [1]. According to our research, the discourse of crop production branch in modern English is characterized by the following colour terms: black, red, yellow, green, brown, golden, silver, purple, pink, grey.

We have separated the following thematic groups of nominations of crop production branch with colour terms in their structure:

- 1) fruits (blackberry, red berry, greengage, black apricot);
- 2) cereals (browntop, goldentop, purple-stem);
- 3) legumes (green bean, small red bean, gray pea, green pea, black-eyed pea);
- 4) vegetables (white potatoes, red beet, black garlic, yellow onion, green onion, blue onion);
- 5) crop diseases (bluestem, brownheart, yellows);
- 6) crop pests (rosy apple aphid, black-grain, blackheart, goldbud, black-veined white, bordered – white, green-veined white);
- 7) soils (yellow podzolic soil, red soil, black humus earth).

It should be noted that colour terms are characterized by phenomenon of omonymy when the same lexical item is used in various professional areas with different meanings. Along with their original meaning (name of colour) they have another semantics as an independent lexical item. Thus, the colour term *black* in general vocabulary means dirt, poor clothes, in military language it is a spotter, in crop growing *black* – coffee «dead» beans. Naming unit *green* in everyday communication is used with the meaning of youth, power; according to a sport glossary it is a playground; in botanical terminology *green* is associated with vegetation, leaves, vegetables. Omonymy is observed in the colour name *brown* that means copper coin in common lexis, has such equivalents as gloomy, dark in poetic texts. In the field of crop production the given word is characterized by semantics to grow brown, darken (about vegetables and fruits). Lexical item *white* has different meanings too. It is used in printing industry (interspace), botany (splintwood, woolly soft grass), agriculture (white breed of pigs, the highest quality of wheat flour, white clover), etc. The colour term *yellow* is considered with regard to fair-skinned mulatto as well as with the meaning of coward, scummy, jealous, envy. In crop growing this term (yellows) means the disease (icterus). So names of colour in cropping discourse have their primary nominations (natural colouring) and secondary ones (dealing with state or quality).

For deeper understanding specifics of colour terms in crop nominations it is necessary to consider building of terms that contain colour in their structure. Thus, in simple lexical items name of colour functions as a root (blackening, browning, greenery, greening, greenness, yellowing). In the structure of a compound word a colour term is presented as the first component (silverberry, purple-stem, orangeroot), while the second position can be occupied by a noun (blackberry, greenhouse) or a verb form (black-spined, green-podded). Sometimes a colour term is observed as the last component of a compound (black-veined white, green-veined white, small cabbage white).

Names of colour are also used in the structure of compound adjectives which describe a crop: silver-foliaged, white-grained.

The lexical category studied by us plays an important role in creation of linguistic-world image. This is because visual information being the basis for using a certain colour predominates in perception of reality.

It is known that black colour is conceived for representation of something bad, destructive, negative that causes ruin, decline, death. However, there is an opposite understanding of this colour. Thus, in the East it is considered as the symbol of goodness, purity and perfection. In reference to black colour usage in crop production, it should be noted that its traditional interpretation predominates in the given area. Hence, lexical item *black* is used in nominations of phytopathology (blackfire, blackheart, blackleg), for emphasising specific features of crops (blackthorn) and their external characteristics (black-spined).

A popular opinion is that blue colour belongs to the symbol of sky, aspirations to high and spiritual things as well as the attribute of depth and inwardness. We think crop nominations are associated with this theory: bluecap, bluebell, bluegrass, blue-devil. Here the colour term *blue* means both external characteristic and symbolism.

The next colour of our observation is *green* known as a colour of life, youth, revival. The given category represents nature, in particular vegetation. In crop production discourse of modern English the name of colour *green* means vegetation, vegetables, greenery. Also it functions with the meaning of vegan (referring to food), juicy (about feed), unripe. This colour term is a component of noun stems meaning special notions in the field of crop production (greenhouse, greenbelt, greencrop, greengrocer, greenstuff).

White colour is multifunctional too. It is often used to emphasis purity and naturalness of environment. In modern English terms of crop farming the lexical item *white* is a component of compound words and mostly used for nomination of colour (white-grained, white-seeded, white-spined). Sometimes it is observed in the structure of entomological terms (black-veined white, green-veined white, small cabbage white).

Brown colour is the symbol of land and its latent life giving power. The use of the colour term *brown* in crop production discourse of modern English is connected with the name of processes which take place in a crop (browning), phytopathological phenomenon (browning – fragility of flax stem) and external characteristics of a crop (brown top millet). In botanical vocabulary we observe 15 crop names in which colour term *brown* is used (among them – brown durra, brown mustard) and 6 terms in arable farming (acid brown forest soil, brown dessert-steppe soil, gray-brown dessert soil, etc.).

Red colour combines two opposite life sides: on the one hand, it is abundant life, on the other – enmity, distress and aggression. This combination is typical for nature life. The colour term *red* is used in crop names reflecting their colour (red wheat, red bartlett, red plum), specifying plant diseases (freckled red of sorghum, Pythium seed red of soya bean) as well as associating with ripeness (red-ripe). Besides, the given lexical item functions in soil nominations (red soil).

It should be noted that such colour terms as *golden*, *silver*, *purple*, *pink*, *grey* are used in crop production vocabulary of modern English less often. They are observed in crop names (golden beard grass, purple-stem catmint, grey alder), fruit nominations (purple apricot, pink current, golden current, silver berry), entomological terms (silverfish, pink boll rot) and in the field of pathology (silver scurf, pink rot, golden nematode, grey mold, pink mold). The colour name *grey* is common in arable farming vocabulary representing various types of soil (grey soil, gley forest grey soil, grey wood soil).

The next colour we focused on is *yellow*. It is the colour of the heavenly hosts, in particular the sun which supports life. In Chinese culture yellow is presented as a colour of land and the symbol of stability, maturity, sufficiency. The similar meaning is in nature and crop production discourse. The given colour term dominates in crop nominations to emphasis their external characteristics (yellow berry, yellow bristle grass, yellow clover, yellow oat, yellow onion), in names of crop diseases (yellows, yellowing) and soil nominations (yellow podzolic soil).

It should be noted that one or another colour term not always has its original interpretation. Thus, the meaning «black» is typical for such modern English lexical units as brown (brown mustard), poison (poison tobacco), red (red mustard). The colour term *blood* is sometimes used to emphasize the effect of red colour (bloodtwig dogwood). *Yellow* and *golden* also form similar semantic field (golden oat grass, yellow clover). The colour term *green* can be exchanged by the word «fresh» (fresh yield). *Brown* has synonym «rough» (rough spot). Semantic saturation of *purple* can be expressed by «neon» (neon aubergine). The colour term *grey* in crop production vocabulary has its equivalent «hoary» (hoary puccoon, hoary mustard).

One more aspect of the problem investigated by us is functioning of colour terms and crop nominations in the structure of English idioms, in particular idioms-comparisons: as black as sloe, as yellow as corn, as green as a gooseberry, as red as a beet-root etc. As a rule these phrasemes are used in everyday communication and have situational nature. They reflect peculiarities of reality perception and human's feelings. Being a component of mentioned idioms colour term is presented in its central meaning and sometimes it assumes the semantic version which is typical for the colour (fear, sadness, growth, changes, hope, youth etc.). Besides, colour and crop nominations are observed in metaphorically reconsidered idioms, such as *blue of the plum* that means beauty, the dew of youth.

So we draw the conclusion that colour terms are characterised by active functioning in crop production discourse of modern English. Among colour terms that are used most frequently in the given area are the following: black, green, brown, white, blue, red. The formation of crop nominations with colour in their structure is based on word-building pattern «adjective as a colour term + noun», less often «adjective as a colour term + past participle». All colour terms of crop production vocabulary represent the single system that contains colour terms as certain lexical units, compound words and word combinations. In crop production discourse colour terms have their central meaning (colour nomination), specify the discriminant mark of a crop and are notable for omonymy, polysemy, synonymy and idiomatic expression as well, being characterized by linguistic expression.

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УДК 81'276,2(73)

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ОРГАНІЗАЦІЯ САМОСТІЙНОЇ РОБОТИ СТУДЕНТІВ ВИЩОГО ПЕДАГОГІЧНОГО ЗАКЛАДУ ПРИ ВИВЧЕННІ КУРСУ «ІНОЗЕМНА МОВА ПРОФЕСІЙНОГО СПРЯМУВАННЯ»

Статтю присвячено висвітленню проблеми організації самостійної роботи студентів вищого педагогічного закладу при вивченні курсу «Іноземна мова професійного спрямування». Автор пропонує вирішувати подану проблему комплексно, на трьох рівнях організації самостійної діяльності студентів: репродуктивному, реконструктивному, творчому.

Ключові слова: самостійна робота, іноземна підготовка, самоосвіта.

ORGANIZATION OF THE STUDENTS' SELF-STUDY ACTIVITIES IN A HIGHER PEDAGOGICAL INSTITUTION IN THE PROCESS OF STUDYING THE COURSE «PROFESSIONALLY ORIENTED FOREIGN LANGUAGE»

The article focuses on analyzing the problem of self-study activities organization in a Higher Pedagogical Institution while studying the course «Professionally Oriented Foreign Language». Theoretical and methodological aspects of individual students' work are analyzed and the attempts of its optimization within the course «Professionally Oriented Foreign Language» are carried out in the article. Student's self-study activity is considered by the author as a purposeful process which organized and fulfilled with the specific educational tasks. Criteria, rules, factors and principles of students' self-study activity organization are described. The author advances the idea of improving the problem by means of complex self-study activity, organized at three levels: reproductive, reconstructive and creative. Thus the scheme of self-study organization within the course «Professionally Oriented Foreign Language» is developed by the author. Various types of individual student's work on foreign language studying are offered in the article: preparation to class work, topic work, fiction reading work, research work. The author also develops a wide range of forms of self-study activities according to its levels (reproductive, reconstructive, creative) in the process of studying the course «Professionally Oriented Foreign Language» in a Higher Pedagogical Institution.

Key words: self-study activities, individual students' work, foreign language training, self-education.

ОРГАНИЗАЦИЯ САМОСТОЯТЕЛЬНОЙ РАБОТЫ СТУДЕНТОВ ВЫСШЕГО ПЕДАГОГИЧЕСКОГО УЧРЕЖДЕНИЯ ПРИ ИЗУЧЕНИИ ДИСЦИПЛИНЫ «ИНОСТРАННЫЙ ЯЗЫК ПРОФЕССИОНАЛЬНОГО НАПРАВЛЕНИЯ»

Статья посвящена рассмотрению проблемы организации самостоятельной работы студентов высшего педагогического заведения при изучении курса «Иностранный язык профессионального направления». Автор предлагает решать данную проблему комплексно, на трёх уровнях организации самостоятельной деятельности студентов: репродуктивном, реконструктивном, творческом.

Ключевые слова: самостоятельная работа, иноязычная подготовка, самообразование.

Сучасні реалії життя, особливо стрімкий розвиток науки і техніки, швидке накопичення й безперервне оновлення інформації, висувають нові вимоги до підготовки творчої особистості майбутнього педагога, який повинен поєднувати високоякісну фахову підготовку з вмінням мислити самостійно, нестандартно. Вища освіта сьогодні покликана озброїти майбутніх вчителів міцними знаннями та професійними вміннями й навичками діяльності зі своєї професії, а також надати досвід творчої та дослідницької діяльності вирішення нових проблем. Останній складник освіти формується саме в процесі самостійної роботи студентів (СРС).

За умовами Болонської декларації в процесі навчання у вищому навчальному закладі зменшується частка прямого інформування студента, а натомість збільшується частка його самостійної праці, самоорганізації, самоосвіти. Сучасні нормативні документи Міністерства освіти і науки України визнають СРС основним видом навчально-пізнавальної діяль-