

с. 222]. Можно с уверенностью утверждать, что в своем рассказе «Слабая тара» М. М. Зощенко разделяет позицию классика.

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Methods of working with non-equivalent English vocabulary on the example of scientific and technical texts

В статье рассматриваются методические рекомендации при обучении чтению научно-технических текстов с безэквивалентной лексикой английского языка. Актуальность статьи обусловлена культурологической значимостью проблемы соотношения языка и культуры, а также необходимостью обобщения опыта обучения чтению научно-технических текстов, содержащих современную безэквивалентную лексику английского языка.

Ключевые слова: безэквивалентная лексика, реалии, научно-технические тексты, культура

The article deals with current issues related to methods of working with non-equivalent vocabulary in a scientific and technical text. The relevance of the article is determined by the cultural significance of the problem of the relationship between language and culture, as well as the need to generalize the experience of teaching reading scientific and technical texts containing modern non-equivalent vocabulary of the English language.

Keywords: non-equivalent vocabulary, realia, scientific and technical texts, culture

Students learning a foreign language usually strive to master a certain set of knowledge, which would allow them to communicate. However, when language ac-

quisition reaches completeness, one becomes interested in the national culture. This aspect of foreign language learning is addressed by linguacultural studies [1, p. 13].

As a rule, participants in the communicative act from the very beginning try to determine the amount of knowledge common to them and then intuitively take it into account, this is usually reflected both in the form of speech and in its content. The presence of certain background knowledge is a prerequisite for communication. The following components can be distinguished in the structure of background knowledge:

1) verbal;

2) verbal-etiquette;

3) ritual and etiquette. In the first case, the carrier of cultural information is a word, in the second – a statement as a certain speech pattern, in the third – stereotypes of behavior [4, p. 39].

The article will consider only the verbal component of the background knowledge, namely its manifestation in the non-equivalent units and realities reflecting the national character. These vocabulary reveals the specificity of the life of the people, social and cultural phenomena.

The connection between the language and the culture of the people speaking it is widely known. Non-equivalent vocabulary, in particular realities, are directly connected to the worldview and culture of a certain nation, they reflect the national character of a given nation and can serve as a good material for the development of students' socio-cultural competence in teaching a foreign language [6, p. 51].

The technique of working with such vocabulary should include the following components:

1. Text containing realia words and non-equivalent vocabulary. As texts, both authentic and samples specially compiled for these purposes can be used.

2. Before - and after text exercises aimed at the formation of speech lexical skills in the use of this vocabulary. That is, we translate from Russian into English and vice versa. Then we use them to compose sentences and texts.

The following types of work are suggested:

1. The teacher gives realia in Russian, and the students give its English equivalent (or vice versa). Here are the examples of non-equivalent units from an article devoted to developing a multi platforms, *threading* (многопоточность), *Web workers* (механизм, позволяет скрипту работать в фоновом потоке), *native application* (нативное приложение (приложение, написанное для определённой платформы)), *floor manager* (менеджер группы), *drag-drop technique* (техника оперирования элементами пользовательского интерфейса).

2. The teacher swaps the parts of the realia, and the students are to reconstruct the correct version.

3. The teacher asks them to match the realia with its meaning.

4. The teacher asks to compose non-equivalent vocabulary on a specific topic from ready-made cards. Of course, such a task implies that students are already familiar with these equivalents.

Non-equivalent vocabulary is actively used to develop interest in learning a foreign language, as well as in teaching English colloquial speech. Possible types and stages of work are as follows.

Explaining the equivalents may include the following examples:

a) “*Nature asked both candidates*” – «Журнал “Nature” задал вопросы обоим кандидатам»;

b) “*Department of Energy people*” – «представители министерства энергетики США»;

c) “*Safety posters and signs are displayed in the territory of Power Station*” – «На территории ТЭЦ развернута наглядная агитация по технике безопасности».

Translating them from Russian into English (and vice versa). The next method of translation is abbreviation which is deployed in rendering of non-equivalent vocabulary.

- *DOC* – Document of Compliance – документ о соответствии;
- *FSA* – Formal Safety Assessment – экспертиза безопасности;
- *Scuba* – Self-Contained Underwater Breathing Apparatus;
- *Marisat* – Maritime Satellite System – морская спутниковая система Марисат;
- *PSC* – Port State Control – Инспекция государственного портового надзора.

Use of studied expressions in monological statements and dialogues.

1) ***jump ship*** – быстро уйти из проблемной ситуации / покинуть компанию: “*They didn’t like their new manager, thus they all jumped ship*”;

2) ***know the ropes*** – начинающий моряк, мало в чем разбирающийся. “*It’s his first contract. He only knows the ropes*”;

3) ***under the weather*** – плохо себя чувствовать. “*Don’t ask me to stay, I’m a bit under the weather so I’m going to bed early tonight*”;

4) ***feeling blue*** – грустить. “*He feeling blue. May be I can cheer him up?*”;

5) ***by and large*** – в общем и целом. “*By and large our repairment gone well*”;

6) ***deep-six*** – отказаться, проигнорировать. “*Sorry, but I have to deep six your proposal*”;

7) ***to get everything shipshape*** – навести порядок. “*The overhauling is done. Now we have to get everything shipshape*”;

8) ***cut and run*** – быстро уйти, чтобы избежать беды. “*The storm is coming. We have to cut and run*”.

The success of teaching a foreign language is largely determined by a favorable psychological climate at the lesson, the presence of motivation in the students. Being vivid, figurative expressions, the non-equivalent vocabulary can be used as verbal supports that will tell the students what to talk about and how to talk [2, p. 22].

When working on the vocabulary that provides the realities of English-speaking countries, linguacultural texts are of great help. For instance, a rich material on the content of realities is the topic, which deals with the customs of holidays in English-speaking countries and in Tatarstan. The study of this material takes place with the help of reading texts about it [5, p. 111].

Thus, if we want the student to be able to see, understand, and interpret these lexical units in texts or in communication, he or she needs some preparation in the field of country studies [3, p. 91]. The students are supposed to acquire relevant background knowledge contained in linguistic units, such as about the social life of the people; about the times in which they live, about political, ethical, philosophical issues, and much more.

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Исторические реалии в произведении В. Скотта «Айвенго»

В статье рассматривается проблема перевода английских исторических реалий на русский язык. Материалом исследования послужил текст романа Вальтера Скотта «Айвенго» и