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*In the article the content of communicative competence as a part of professional development is studied in the article. It is cleared up the in linguistics the communicative competence is understood as the totality of lingual and extra-lingual and speech knowledge and also as the totality of communicative interaction rules between addressee and addresser while speech act.*

*Forming of person's communicative competence begins while studying in school, where pupils receive basic knowledge; develop skills, necessary for their general development, adaptation for life in society. This activity is continued in higher educational establishment, while studying «Ukrainian language (in professional communication)», but it is directed not on social but on professional development of the person, in particular on such parts of communicative competence as linguistic, discursive, sociolinguistic, ilocutive, strategic, professional and communicative and sociocultural competence.*

*For forming of communicative skills, mentioned above, such methods as doing exercise, different kinds of tasks, including problem ones, different kinds of dictations, dictionary works, preparing and performing of public report, preparing and demonstrating of presentation, creating of different kinds of documents etc. are used. As it was proved on practice, the most effective method of communicative skills development on lessons of Ukrainian language (in professional communication) is a communicative training, in particular such kinds of it as: case, business game, discussion, brain storm, facilitation, and video analysis. Such methods make student's work more active, help to involve all present to work, but they need either teacher's or students' substantial preparation, and also a specific technical support.*

**Key words:** *communicative competence, professional development of a person, training technologies.*

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## MANIFESTATION OF WORD STRESS IN ENGLISH

*У статті наголошується на важливості зважати на словесний наголос в англійській мові. Запорукою рівноправного англійського дискурсу є застосування правильних наголосів. У деяких мовах світу наголос є або несуттєвим чинником, або ж не є важелем взагалі, попри його вагому комунікаційну функцію в англійській мові. Існують певні закономірності наголошування в простих словах та словосполученнях.*

**Ключові слова:** *словесний наголос, склад, основний наголос, побічний наголос, суфікс, словосполучення.*

People vary not only with the basic races they refer to, continents they live on, clothes they wear, mentality they possess, but with the way they accent words while speaking. Stress manifests itself differently depending on which language is being spoken. French or Japanese speakers accent each syllable equally. Ukrainian speakers can have options for accenting some words, e.g. *ne'rvіsний—перві'сний, алфаві'т—алфа'віт, по'милка—помі'лка, весняни'й—весня'ний*. Besides, stress varies when one conjugates words in Ukrainian, e. g., *ла'стівка—ластівки', вікно'—ві'кна, мі'сто—міста'*. In English word stress is not an optional extra. It is a part of the language. Many a linguists consider it to be a grammar device of the language. «From the point of view of the comprehension of spoken English, the ability to identify stressed syllables and make intelligent guesses about the content of the message from this information is absolutely essential.» [2, 91]

There are a lot of researches devoted to the study of stress (e.g. Hyman 1977, Liberman & Prince 1977, Hayes 1980, 1995, Prince 1983, Halle & Vergnaud 1987, Goedemans and van der Hulst 1996, Elenbaas & Kager 1999, Gordon 2002, Hyde 2002, Heinz 2009). The studies may differ with the approach of examination of stress but the outcome reveals that speakers of English use word stress to communicate rapidly and accurately and even if you do not hear a word clearly, you can still understand the word because of the position of stress, e.g., 'aqua—a'quatic, 'family—fa'miliar. Pronouncing words with wrong word stress commonly causes misunderstanding in English. The aim of our research is to make a relatively brief arrangement of stress manifestation in English.

Any word pronounced in isolation has at least one prominent syllable. Such syllable is called stressed. Stress in the isolated word is known to be word stress, stress in connected speech is known to be sentence (or phrase) stress.

In English there are two main types of word stress: primary and secondary. It is worth mentioning that in some polysyllabic words there is sometimes a rhythmic beat on a syllable after the primary stress (sometimes it can be after secondary stress). This syllable is not commonly stressed when the word is in connected speech. In Pronunciation Dictionary it has a special phonetic symbol [ə] and regarded as tertiary stress: e.g. kilometer [ˈkɪlɪqəˌmɪtɚ], nonalcoholic [ˌnɒnəˌkɪkəˈhɒlɪk], coachbuilder [ˈkɔːtʃˌbɪldɪŋ], tertiary education [ˈtɜːrɪəˌrɪˌedʒuːˈkeɪʃən].

Stress can be fixed and free. In languages with fixed type of stress the place of stress is always the same. For example, in Czech, Slovak, Montenegrin etc. the stress always falls on the first syllable: hvála, múzej, stáři. In Italian, Welsh, Polish it is on the penultimate syllable: rýdym, hyffórddi, mówisz, towarzyszka.

In English word stress is free (or variable). Given below are some rules of word stress.

In words of 2 or 3 syllables the primary stress commonly falls on the first syllable, e.g. 'party, 'copper, 'hygiene, 'senate, 'cabinet, 'destiny, 'incident, 'entity, 'remedy, 'hospital, 'Jupiter, 'mercury, 'manifest, 'politics, 'polygon.

In words formed with prefixes with no referential meaning the primary stress commonly falls on the base syllable: re'vise, be'draggled, de'vote, im'personal, in'dignant, pre'scription, me'ander, me'gilp, a'way, a'head, ad'mit, ir'rational.

In words formed with prefixes having their own meaning stress falls on them as well: ,anti'monarchist, ,anti'matter, ,anti'fashism, ,non'labialized, ,nonə'aca'demic, ,non'fiction, ,ex'chairman, ,ex'actor, ,ex'convict, ,polysyllabic, ,poly'genesis, ,poly'amide, ,post'operative, ,post'war, ,post'mortem, ,pre'pay, ,pre'pack.

In words of 4 or more syllables stress falls on the antepenultimate syllable (third from the end): hy'pertrophy, fer'mentative, e'mergency, ma'hogany, co'mmunity, ex'perience, i'nitial, o'riginal, e'quivalent.

In words with the primary stress on the third syllable the secondary stress usually falls on the first syllable: ,mani'festo, ,ponde'ration, ,crupu'losity, ,melan'cholia.

A number of English words have the same spelling for a noun (or adjective) and a verb. There is a group of such two-syllable words where the noun / adjective is stressed on the first syllable, and the verb is on the second, e.g. 'perfect—to per'fect, 'insult—to in'sult, 'process—to pro'cess, 'extract—to ex'tract, 'survey—to sur'vey, but there are some exceptions: 'mandate (n, v), 'revel, 'offer, me'gilp, etc. [1, 98]

Among the affixes that influence word stress are three types of suffix:

a) stress-neutral suffix—the suffix does not change the location of stress in the stream of sounds to which it is attached: -ful, -ous, -able, -ish, -hood e.g. 'faithful, 'hazardous, 'enviable, dis'putable, 'babyish, 'feverish, 'manhood, 'livelihood.

Suffix -ful sounds differently depending on the origin of derivation. In nouns denoting measurement formed from nouns it sounds as [-ful]: mouthful [ˈmʌʊtʃfʊl], handful, spoonful, houseful. In adjectives (with the meaning of having quality) derived from nouns and verbs the suffix sounds with the weak q or with the elided vowel: careful [ˈkeɪəfəl], cheerful [ˈtʃiːəfəl].

As for the suffix -ous, still few exceptions exist: me'lodious [ˈmɛlədiəs] ('melody), pro'digious [ˈprɔːdɪɡəs] ('prodigy), ma'licious [ˈmæliʃəs] ('malice).

Although most neutral suffixes are of Old English origin, this does not mean that the words to which they are added are necessarily of Old English origin. Other suffixes of Old English origin are -ly, -ing, etc., thus when they are added to a word, stress does not change: 'perfect—'perfectly, e'xact—e'xactly, ab'sorb—ab'sorbing.

b) stress-imposing suffix—the suffix causes stress to fall on a particular syllable of the word base: -ion, -ic (-ics), -ity, -ian (-ial), -ize: ,con'sti'tution, ('con'stitute), ,peri'odic, ('period), mer'curic ('mercury), ma'jority ('major), ,ori'ental ('orient), ,orna'mental ('ornament), beau'tician ('beauty), Lu'tetian, 'capitalize. As for the suffix -ics it is an affix in nouns denoting fields of study or activity: pho'netics, ,eco'nomics, ,callis'thenics, ba'llistics (except 'politics).

Considering stress-imposing suffixes one may distinguish suffixes which shift the stress to the syllable before them and the others which shift the stress to the second syllable before them.

One syllable before the suffix. This group of stress-imposing suffixes include: -ion, -ic, -ity, -ian -al. By means of derivational phonology one can trace their effect: Canada [ˈkænədə]—Canadian [ˌkæniˈdeɪən], complex [ˈkɒmpleks]—complexity [ˌkɒmpleksɪti], autumn [ˈɒtəm]—autumnal [ˌɒtəmˈnəl]. When there is a rule in English, there must be exceptions. Very few exceptions out of thousands of words exist for this group of suffixes: 'spiritual, 'catholic, 'arabic, 'lunatic, 'politic, 'tropical.

Two syllables before the suffix. The most common suffixes in this group are –ate, –ize, and –ary: 'decorate, 'celebrate, 'graduate, 'atomize, 'sympathize, 'moralize, 'dictionary, 'secretary, 'stationary etc. As for –ize, it is always necessary to remember that pronunciation systems is based on sound rather than spelling. Therefore, -ize, -ise and –yze are actually the same suffix, as far as pronunciation is concerned. For –ate, the pronunciation of the suffix is different depending on whether the word to which it is attached is a verb or a noun and adjective: to associate [q' sqVslɛlt]—an associate [q' sqVslɛqt], to graduate ['grɔdZuelɪt]—a graduate ['grɔdZVqt].

c) stressed suffix is the suffix stressed itself. Some phoneticians call such a suffix tonic. Most words that have tonic endings are borrowings from Modern French, but not all. Some, like *absentee*, were formed in English with a suffix of French origin. Stressed suffixes are: –ese, –ique, –ette, –ee, –esque, e.g. ,Sia'mese, ,Congo'lese, (C)tech'nique, cri'tique, ,cigar'ette, bru'nette, ,refer'ee, ,dunga'ree, ,inter'nee, ,Roma'nesque, ,gro'tesque. [1, 99]

Some words have a secondary stress marked in brackets e. g., Kinloss [(C)kɪn'ɪps], Kirklees [(C)kɜk'ɪz]. This means that some speakers accent the first syllable and others do not

Special suffixes. Under consideration are affixes –age and –ive. Suffix –age traditionally refers to stress neutral suffixes as it does not shift stress in the words 'acreage ('acre), 'bondage ('bond), per'centage (per'cent), 'mileage ('mile), 'orphanage ('orphan) and the like. In these words it sounds [-ɪG]: ['ɛlkqrɪG], ['bɒndɪG], [pɜ'sentɪG], ['mɪlɪG], ['lɒŋɪG]. Though in words like *barrage*, *corsage*, *massage*, *camouflage*, *fuselage*, *sabotage* it sounds [-RZ] or as an alternative pronunciation [-RG]: ['bɔrRZ], [mɔ'sRZ], ['kɔmqfɪRZ] Moreover, in *corsage* as well as in *massage* in American English it is tonic: [(C)kɔl'sRZ], [mq'sRZ].

Suffix -ive except for the word *conducive* it is always preceded by *t* or *s*. It might be regarded as stress neutral, e.g., com'petitive (com'pete), pro'vocative (pro'voke), de'finitive (de'fine), but there are some other patterns: 'massive, 'active, 'legislative, 'operative. There are 4 evident patterns for –ive suffix: 1) s (syllable) + ive: 'captive, 'missive 2) prefix + 's + ive: ex'pansive, de'cisive 3) prefix + s + s + ive: in'formative, pro'hibitive 4) s + s + s + ive: 'nominative, 'generative, 'imitative. The exception is –im'pulsive ('impulse).

In compound words the first element is stressed when they are:

1) compounds in which the two elements are written as one word, e.g., 'bluebird, 'milkshakes, 'hotdog, 'triangle, 'cheekbone, 'teenager, 'arrowhead, 'sunshine.

2) expressions consisting of Noun + Noun, e.g., 'birth rate, 'movie star, 'fox brush, 'cherry tail, 'teddy bear, 'garden tools, 'railway train, 'railway station, 'road tax.

3) compound nouns where the first element is a gerund, e.g., 'dancing-hall, 'writing-table, 'walking shoes, 'sailing boat. [1, 101]

It should be noted when the first element of such a compound is Participle I with the force of a verb or an adjective the second element is stressed, e.g. ,dancing 'girl (a girl who dances), ,moving 'pictures (pictures that move), a ,moving 'story (a story which is emotional), ,surfing 'dogs (animals which can surf).

In compounds the second element is stressed with the secondary stress on the first element when:

1) expressions consist of Adjective + Participle II, e.g., ,thick-'skinned, ,bright-'eyed, ,wide-'shouldered, ,sweat-'voiced, ,pot-'bellied, ,multi-'faceted.

2) expressions consist of Adjective + Noun or Noun + Noun when the parts of the house are implied, names of the thoroughfares, parks, squares, underground stations, except streets, e.g., ,liberal 'arts, ,Modern 'English, ,front 'door, ,Essex 'Road, ,Drayton 'Park, ,London 'Bridge, ,Piccadilly 'Circus, ,Marvin 'Gardens (but 'Gover Street, Ca'thedral Street),.

3) the first element is a name of the material or ingredient out of which a thing is made, e.g., ,apple 'tart, ,plastic 'knives, ,cherry 'compote, ,peanut 'butter, ,rye 'bread. However, expressions, involving *cake*, *juice*, *water* take the first element stress, e.g., 'almond cake, 'apple juice, 'mineral water. [1,102]

Remembering everything mentioned above, one may realize how simple and easy it can be to predict word stress in English. Unfortunately, the majority of teachers teaching English as a foreign language and students ignore the necessity to practice word stress.

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*The article discusses the importance of following a few rules of word stress in English. English intelligent communication is manifested by correct word stress. Some languages have little or no stress, while most have some stress. However, English is the language with heavily based stress. In English word stress is free (or variable), while in some other European languages it is fixed, e. g., in Italian, Welsh, Polish it is on the penultimate syllable.*

*There is a tendency of observing stress on the first syllable in simple words, unless a word is polysyllabic. The matter of word stress in words formed with prefixes is whether the affix has referential meaning or not, as in the latter the primary stress commonly falls on the base syllable and the former get secondary stress themselves.*

*Stress distinguishes nouns from verbs in two-syllable words that have a common spelling form. Suffixes can be neutral, stress-imposing and just stressed. The latter are commonly of foreign origin, the former do not influence the word stress at all while stress-imposing suffixes cause stress to fall on a particular syllable of the word base. In compounds the primary stress depends on morphological and lexical origin of the elements of a compound. Thus, compound nouns where the first element is a gerund get stress on the first element. Distinguishing a gerund from Present Participle should be automatic as the latter makes an accent on an action rather than on the object with which the thing is used. Respectively, a compound noun with a gerund element gets word stress on the first element, while participle compound gets it on the second element. Despite a system of word stress rules English is not consistent as there are some exclusions.*

*The importance of correct word stress should come to the fore because even if one does not hear a word clearly, one can still understand the word because of the position of stress. It is indispensable for adequate communication.*

**Key words:** word stress, syllable, primary stress, secondary stress, suffix, compound.

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## ВЛАСНІ НАЗВИ ОСВІТНІХ УСТАНОВ М. ХМЕЛЬНИЦЬКОГО: МОТИВАЦІЯ, СПОСОБИ ТВОРЕННЯ, СЕМАНТИКА ТВІРНОЇ ОСНОВИ

*Дослідження присвячене вивченню мотиваційної структури, способів творення та семантики твірної основи назв освітніх установ м. Хмельницького. З'ясовано, що найбільш поширеним мотивом номінації школотів є сутнісно-локативно-квалітативні (а також символічні) конструкції, за семантикою твірної основи – це в основному складні пропріативи відапелятивно-відонімного типу, а найпродуктивнішим способом творення є синтаксичний.*

**Ключові слова:** ергонім, школотів, мотивація, словотвір, структура.

Наказом Міністерства освіти і науки України № 875 від 31 грудня 2003 року «Про назви загальноосвітніх навчальних закладів» [1] затверджено зразки номінацій загальноосвітніх навчальних закладів на печатках, вивісках, штампах, що зумовлює впорядкування застосування найменувань загальноосвітніх навчальних закладів відповідно до статті 18 п. 7 Закону України «Про освіту» [2], статей 9, 10 Закону України «Про загальну середню освіту» [3], статті 4 «Положення про загальноосвітній навчальний заклад» [4] та дозволяє нам чітко визначити власну назву того чи іншого закладу і з'ясувати особливості її виникнення.

Передусім зазначимо, що такі пропріальні одиниці слід кваліфікувати як ергоніми. Ми приєднуємося до думки, що навчальні заклади – від дитсадочків до університетів тощо – не можна кваліфікувати як ділові, тому потрібно визначати ергоніми як найменування будь-яких об'єднань людей [5, 166–167].