

necessary component of the lesson in the initial learning phase.

During the game, the students learn much of the material, and the tasks that you perform on your own, to give a greater effect during active practice. Thus, by using the game the students gain real knowledge and skills.

Since role-playing games create a pleasant environment to simulate a foreign environment, they contribute to the intensive use of vocabulary and the ability to work with text. In his turn, the teacher provides students autonomy in their work and helps to act independently. Although during the game the teacher should observe and note the strengths and weaknesses of students. Therefore, the teacher should not stifle the initiative of students, but rather contribute to what they can do on their own.

Conclusions and prospects for further researches of direction. We can conclude that teachers who use games during foreign language lessons stimulate pupils and achieve results in the classroom and thus foster a love for English.

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STUDYING THEORETIC ENGLISH GRAMMAR: KEY PROBLEMS AND THE WAYS OF THEIR SOLUTION (BASED ON THE STUDY OF THE NOUN)

Formulation and justification of the relevance of the problem. Language is a multifaceted, complex phenomenon which can be studied and described from various points of view: as a psychological or cognitive phenomenon, as a

social phenomenon, from the point of view of its historic changes. Foreign languages' study has become one of the main requirements of nowadays and grammar study occupies key positions in this process. But attention is mostly

paid to the practical aspect of grammar. The students who study philology are expected to understand and to be able to explain different linguistic phenomena. A particular attention should be paid to the problematic issues on grammar theory at the modern stage of the development of linguistics, the issues on system nature of language, functional and semantic connections between units of different levels.

Analysis of recent research and publications. H. Sweet, the author of the 1st scientific grammar of English, worked out a morphological classification of the parts of speech. M. Blokh's publications are to present an introduction to the problems of up-to-date grammatical study of English on a systemic basis. The scientist offers the description of the grammatical structure of English. Categorial meanings, formal characteristics and syntactic functions of the noun are thoroughly studied in the publications Ilyish B., Morokhovska E. and Rayevska N. In particular, a whole ten pages of A. Smiritsky's theoretical «Morphology of English» are devoted to proving the non-existence of gender in English either in the grammatical, or even in the strictly lexico-grammatical sense [6, p. 139–148]. On the other hand, the well-known practical «English grammar» by M. Ganshina and N. Vasilevskaya, after denying the existence of grammatical gender in English by way of an introduction to the topic, still presents a pretty comprehensive description of the would-be non-existent gender distinctions of the English noun as a part of speech [4, p. 40].

The purpose of the article. The paper deals with the problem of theoretical study of the noun categories as the main purpose of the theoretical course on English grammar is to introduce students to many linguistic problems connected with grammatical structures and to the modern methods applied in dealing with them. Theoretic English grammar is usually taught after studying General Linguistics. That's why students can easily refer to the general linguistic terminology. Studying practical grammar students mostly fulfill the tasks translating sentences and filling the blanks by appropriate word forms. But theoretical study demands the ability to explain various phenomena.

The exposition of main material. The research is to be started with the understanding of the categorial meaning of the noun as «substance» or «thingness» [1]. Nouns directly name various phenomena of reality and have the strongest nominative force among notional parts of speech: practically every phenomenon can be presented by a noun as an independent referent, or, can be substantivized.

For better comprehension of the phenomenon by students the following exercises

are to be used. It may be suggested to look for Ukrainian definitions of the noun and its categorial meaning.

The following exercise will help to understand the nature of «thingness»: it's offered for the English learners to give examples to demonstrate non-limit ability of substantivizing of different parts of speech to disclose the meaning of «thingness». But firstly such feature is to be explained using some examples given by the teacher: *sweetness, preservation, love, a drive-in, ups and downs, ologies and isms, a free-for-all*.

The understanding of the phenomenon of substantivizing also helps to catch the base value of categorial meaning of the noun. Attention should be paid to the functional criterion which is based on the functions that the words of a particular class fulfill in the sentence, so the most characteristic functions of the noun are those of a subject and an object. Firstly the students are suggested to look for Ukrainian examples of substantivizing and then are to comment on formal features through which the underlined words are substantivized:

1) *He who has a why to live can bear almost any how (Nietzsche).* 2) *You do this not because you can figure out the specific whys and hows, but because you trust His love and wisdom (Myers).* 3) *Wonderful what Hollywood will do to a nobody (Chandler).* 4) *God is not much interested in my stage image – the me I often present to others (Baty).* 5) *«If's, and's and but's about conjunctions» (Lakoff).*

One of the main problems as for the noun for Ukrainian students is the problem of gender category in English. This category in English is a highly controversial subject in grammar. The overwhelming majority of linguists stick to the opinion that the category of gender existed only in Old English [7]. Since formal gender markers disappeared by the end of the Middle English period and nouns no longer agree in gender with adjectives or verbs, there is no grammatical category of gender in modern English. It's proved that in modern English the biological division of masculine and feminine genders is rendered only by lexical means.

The fact is the category of gender in English differs from the category of gender in many other languages. The gender division of nouns in English is expressed not as variable forms of words, but as nounal classification (which is not in the least different from the expression of substantive gender in other languages), admits of no argument. However, the question remains, whether this classification has any serious grammatical relevance. The category of gender linguistically may be either meaningful (or, natural), rendering the actual sex-based features of the referents, or formal (arbitrary). Before discussing the category of gender in English

students should mention that in Ukrainian, for example, the category of gender is meaningful only for human (person) nouns, but for the non-human (non-person) nouns it is formal and does not correspond with the actual biological sex, cf.: *рука* is feminine, *палець* is masculine, *тіло* is neuter, though all of them denote parts of the human body.

In English gender is a meaningful category for the whole class of the nouns, because it reflects the real gender attributes (or their absence/irrelevance) of the referent denoted. It is realized through obligatory correspondence of every noun with the 3rd person singular pronouns – *he, she, or it*: *man – he, woman – she, tree, dog – it*. For example: *A woman was standing on the platform. She was wearing a hat. It was decorated with ribbons and flowers*. Personal pronouns are grammatical gender classifiers in English.

The category of gender is formed by two oppositions. The first opposition is general and opposes human, or person nouns, distinguishing masculine and feminine gender (*man – he, woman – she*) and all the other, non-human, non-person nouns, belonging to the neuter gender (*tree, dog – it*). The second opposition is formed by the human nouns only: on the lower level of the opposition the nouns of masculine gender and of feminine gender are opposed. The gender word-building pairs should be considered as a clear example of hybrid constant-variable formations, since their constant feature of gender has acquired some changeability properties, i.e. has become to a certain extent «grammaticalised»: actor – actress, author – authoress, lion – lioness, etc. [1, p. 35–37].

Besides the cases of neutralization, the most obvious examples of oppositional reduction in the category of gender are the cases when the weak member of the opposition, nouns of neuter gender, are used as if they denote female or male beings, when substituted by the pronouns «he» or «she». In most cases such use is stylistically colored and is encountered in emotionally loaded speech. It is known as the stylistic device of personification and takes place either in some traditionally fixed contexts, e.g.: *a vessel – she*; or in high-flown speech, e.g., *Britain – she, the sea – she*.

To sum up the discussion students are to find equivalents of the following terms in Ukrainian and give the definition of each of them: *biological sex, gender, formal category, meaningful category, gender classifiers, person nouns, non-person nouns, neuter gender nouns, feminine nouns, masculine nouns, common gender nouns, personification*.

Then it may be offered to define the gender of each noun: *lady, boy, table, cat, mare, parent, chairman, chairperson, father, sun, police officer, professor*; and to find the female counterparts to the following masculine ones and to comment on

lexical means to express gender in each case: *boy-friend, landlord, lion, bridegroom, stallion, actor, man-producer, master, wizard, count, baron, bachelor, sultan, cock, tom-cat, cock-sparrow, he-bear, jack-ass, businessman, executor, peacock, beau, widower, hero*.

The category of gender is concerned with the cases of personification. That's why English learners are to analyze different cases of personification (firstly they are to find some examples in Ukrainian literature), and explain the grammatical and semantic grounds of its mechanism: 1) «*What kind of car do you have?*» *Ochs's eyes twinkled. «British Jaguar. She runs like the wind» (Isles)*. 2) «*We have our differences, gentlemen, but the sea doesn't care about that. The sea – well, she tries to kill us all regardless what flag we fly» (Clancy)*. 3) «*Look at the moon up there. You see her very plainly, don't you? She's very real. But if the sun were to shine you wouldn't be able to see her at all» (Christie)*.

The category of number presents a classic example of a binary privative grammatical opposition. The category of number in English is expressed by the paradigmatic opposition of two forms: the singular and the plural. The strong member in this opposition, the plural, is marked by special formal marks, the main of which is the productive suffix *-(e)s*. The term «productive» means that new nouns appearing in English form the plural with the help of this suffix. Non-productive means of expressing the plural are either historical relics of ancient number paradigms, or borrowed. Students' attention should be turned to the difference between productive and non-productive as while studying practical grammar non-productive forms were viewed mostly as the exceptions. For analytical purposes the notion of complementary distribution is the most important, because it helps establish the identity of outwardly altogether different elements of language, in particular, its grammatical elements [1, p. 23–25]. But students should still remind non-productive paradigms and the following exercise will help them to nail down. The task is to make the plural of the following nouns and then to group them into: 1) regular productive plural forms; 2) suppletive forms; 3) archaic forms; 4) forms with borrowed suffixes; 5) forms homonymous with singular: *foot, crisis, child, horse, stimulus, deer, louse, formula, man, pupil, ox, brother, cloth, terminus, trout, cow, swine, datum, goose, virtuoso, sheep, cactus, antenna, leaf*.

The division of the nouns into countable and uncountable is based upon their «quantitative nature». Uncountable nouns can be used either only in the singular or only in the plural; for them the category of number is absolute, or a constant feature category. The two groups of uncountable nouns are respectively defined as singularia

tantum, or, absolute singular nouns and pluralia tantum, absolute plural nouns. In terms of the oppositional theory in the formation of the two subclasses of uncountable nouns the number opposition is «constantly» (lexically) reduced either to the weak member (singularia tantum) or to the strong member (pluralia tantum).

To sum the material up students are to remind and explain the main terms (*the singular, the plural, (non-)productive means, (non-)dismembering (discrete, divisible) reflection of the referent, singularia tantum (absolute singular), pluralia tantum (absolute plural), generic use, lexicalization, collective meaning, descriptive plural, repetition plural*), then to unite given nouns into countable nouns, singularia tantum nouns, pluralia tantum nouns; and give contexts of their usage: *army, crowd, courage, peace, advice, evidence, family, money, hair, wages, acoustics*. The learners are also to make up the exercises of the same kind by themselves. Students are to be able to explain the usage of singular and plural: 1) *The ethics of the situation are self-evident. – Ethics is actually taught as part of our course in philosophy.* 2) *The economics of this project are about right. – Economics is a subject often studied by future politicians.*

Conclusions and prospects for further researches of direction. To sum up it should be mentioned that the study of theoretical English grammar must combine learning key terms and reviewing practical skills. The further research of direction may lead to the sphere of the development of practical exercises.

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СПЕЦИФІКА ОРГАНІЗАЦІЇ ПІЗНАВАЛЬНОЇ ДІЯЛЬНОСТІ УЧНІВ МОЛОДШИХ КЛАСІВ НА УРОКАХ МУЗИЧНОГО МИСТЕЦТВА

Постановка та обґрунтування актуальності проблеми. Кожний шкільний предмет має, як відомо, свою специфіку.

Головним завданням одних є озброєння учнів науковими знаннями, інших – допомога у оволодінні певними способами діяльності.