

гіпонімічні відношення (*Silicon Valley – Silicon economy, Silicon chip business*), відношення приналежності до певного концептуального поля (*Big Mac Index, iPod Index, Tall Latte Index*,).

Специфіка англомовних інновацій сфери економіки полягає в тому, що вони функціонують у просторі, де процеси взаємодії суб'єктів економічних відносин регулюються конкуренцією, і де сьогодні маніпулюють не так матеріальними об'єктами, як ідеями, образами, інтелектом, знаннями. Залучення механізму аналогії дозволяє вербально репрезентувати складні явища і поняття у таких концептуальних сферах, як революційний вплив ІТ і перехід економіки у віртуальний простір, економічна глобалізація, рух від «матеріальної» до «інтелектуальної» економіки.

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LANGUAGE AND CULTURE

The problem, which on the whole is defined as “Language and culture”, attracts to its investigations more and more scientists. The question arises whether “language organizes culture or culture organizes language”. Here we are encountered with a two-way relationship. On the one hand, language becomes a conductor of culture, a means of its transmission and interpretation; on the other hand, it is next to impossible to learn a language without knowing the history and culture of the country whose language is studied [4, p. 87].

Much attention is given to this aspect of language teaching in secondary and higher schools. During their studies students get acquainted with the geographical position, history, economy, state and social system, customs and traditions of the English-speaking countries, Great Britain and the USA first of all. In Russian linguo-didactics, this problem has been thoroughly worked out in the works of Ye.M. Vereshchagin and V.G. Kostomarov, the Russian term **лінгвострановедение** (*Ukr. лінгвокраїнознавство*) being suggested by them [see: 1]. In view of the methodological aspects of this trend, we have translated the term **лінгвокраїнознавство** – **culture-oriented teaching**. It is difficult, however, to find the appropriate English equivalent for this term. We have come across, at least, two

different English versions of it, such as: **American Cultural Studies** [3]; **English Cultural Studies** [2]; and **Language and Area Studies**.

Culture-oriented teaching (COT) of a foreign language consists in close correlating of studying a foreign language with the culture of the country concerned. The basis of COT of a foreign language is the so-called **background knowledge** (фонові знання) [see: 7], that is, the knowledge which is shared by all the native speakers and which is closely connected with the knowledge of their national or ethnic culture. That is why **cultural background** is another term which is very often used for this notion.

Target language words may at times express abstract or concrete concepts, which are completely unknown in the student's culture. Such concepts are often referred to as **culture-specific** [see: 10] or, in other words, they are called **realia**. In COT by realia both real things (cultural phenomena) and words denoting them (language phenomena) are meant.

The classification of realia [see: 6; 9] can be made according to their connotative meanings, i.e. depending on their local (national, regional) and temporal (historical) colouring. The aim of COT is to enable students to understand common national realia known to all the representatives of the target culture at the given historical period.

One can only agree with Robert Lado who suggests that a very comprehensive dictionary collecting words and phrases with culture-specific meaning and including also idioms, proverbs, names of heroes, well-known legends and stories, heroic deeds, beliefs, etc. would be in fact an excellent index to a culture. Such a collection, coupled with a systematic analysis of the structure of the target culture, would constitute a most complete codification of its content [12, p. 23-24]. In different countries, attempts have already been made to compile such type of dictionaries [see: 2-3; 5; 8; 11; 13-14].

One who studies a foreign language and the target culture is supposed to assimilate a certain amount of background knowledge possessed by native speakers. However, that background knowledge should be taken in much quicker than under natural conditions. What specifically should be taught as cultural content in reference to the English language? This question should be answered collectively by linguists, methodologists and ordinary teachers.

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MOTIVATION IN LEARNING A SECOND (FOREIGN) LANGUAGE IN HIGHER EDUCATIONAL ESTABLISHMENTS

Our work focuses on the problem of motivation in learning a second (foreign) language in higher educational establishments.

Having surveyed the contemporary studies we came to a conclusion that learning a second (foreign) language would not be able to occur without a key factor – motivation as the teacher`s role has changed significantly in recent years and there has been a shift of emphasis from instructional techniques to developing learning techniques.

Thus, the role of the teacher today is to increase student motivation and develop the skills or strategies that make a student more competent and to structure the learning environment so that students are able to take ownership of their own learning.

The study of motivation has been a prominent area for research in psychology and education for many years. This interest may reflect the widespread perception of