

ASSOCIATIVE DICTIONARY AS THE WAY OF CONCEPTUALIZING THE VOCABULARY

Introduction. The idea to create an associative dictionary is based on the existence of connections between verbal associations that reflect the linguistic world-image and ethnic and socio-cultural extralinguistic views. Verbal associations enable us "to judge about the peculiarities of linguistic world-image and the ways of building utterances, that are, as a rule, nonconscious for the speakers and cannot be detected by any other method, than the free associative experiment [2; 3].

The associative dictionary brings into focus the combinability of words in the real-life communication of native and non-native speakers of a language. It creates the possibility to determine the most frequently used word-combinations, to illustrate the linguistic world-image and character traits of native speakers of a foreign language, to discover the mechanics of classifying and conceptualizing language material. The later appears especially important for learning a foreign language.

The scientific novelty of the idea to create an associative dictionary is defined due to the fact that it is the first to focus on the role of the associative connections in the perception and acquisition of a foreign language vocabulary by the citizens of the Republic of Belarus; the first to raise the question of similarity and difference of the associative mechanisms in the linguistic consciousness of the Belarusians learning English as a foreign language and native English speakers; the first to take an attempt of compiling an associative dictionary on the topic "Sport" containing the verbal associations given by the citizens of the Republic of Belarus, who are learning English as a foreign language, together with the associations of native English speakers.

According to the existing categories, the associative dictionary is linguistic, two-sided, non-translative, alphabetical, educational, mono-lingual and scientific.

The English Associative Dictionary performs several main functions: a) informative (it paves the shortest way to knowledge); b) communicative (it gives knowledge of the vocabulary of a foreign language as a means of communication); c) normative (fixes the words meanings, establishes the language norm) [3; 4; 5].

The English Tag-cloud Associative dictionary is a dictionary rendered and edited with the help of the "Tag Cloud" online computer program. It contains 200 stimuli words on the topic "Sport" with the speakers' and non-speakers' reactions to them in the form of word clouds. It is the result of the linguistic association research, made on native and non-native speakers for the visual acquisition and linguistic comparison of their reactions to the stimuli words.

The goals of the dictionary edition are: 1) to let the students get acquainted with the possible result of the linguistic research in a foreign language; 2) to use this type of visual dictionaries in the English language practicals at school and in gymnasiums, as well as during the additional lessons and after-class activities in order to develop different kinds of memory and thinking; 3) to raise the student's motivation to study the peculiarities of a foreign language use, as well as to make linguistic researches in foreign languages aimed at getting more information about the national character and mentality characteristics of the native speakers of any other language.

The goals of the dictionary creation influenced the choice of **methods of the creation**: the continuous sampling method, the methods of questionnaire, the free associative research and the methods of semantic and quantitative analysis.

Main part. In the process of the dictionary creation, we considered it necessary to offer the participants of the research a list of lexical units on the topic "Sport" in the total amount of 200 stimulus words in order to get the greatest number of reactions to them in the form of associations. Selecting lexical units, we used active vocabulary on the topic "Sport", which was suggested for acquisition in the learning packs for the elective course of Profound English Training for the pupils of the 3rd level of general secondary education, English-Russian dictionaries, electronic and online dictionaries of the English language. For the questionnaire the most common and widespread vocabulary on a given topic was selected, the stimulus words were arranged in an alphabetical order for the convenience of further analysis and subsequent qualitative and quantitative processing.

The participants of our study were both native speakers living in the UK (the students of the University of Nottingham, the Faculty of Law) in the amount of 28 people, and non-native speakers (the pupils of 9—11 forms of Gymnasium No. 5 in Baranovichi) in the number of 126 people. Everyone knows that nowadays a huge number of people, including schoolchildren and students, use social networks to search for new information and communication of interest and for educational purposes. That is why we decided to conduct a survey among the users of social networks (Instagram, Facebook, Voices of Youth, Twitter), and the answers were sent to us by e-mail. On the basis of the survey, the English Tag-cloud Associative Dictionary was created and edited.

We divided the obtained reactions to verbal stimuli into 9 categories: 1) situations involving the stimulus; 2) subject-logical connections; 3) part and whole; 4) place and time; 5) related quality; 6) evaluation of the action

or condition; 7) activity; 8) connection with a person; 9) speech patterns. At the same time, many reactions to the stimulus could be attributed to several directions of association simultaneously [1].

The analyzed associative reactions to stimulus words with the highest frequency among native speakers are represented by the following associative categories: *situations involving the stimulus; actions, conditions and activities; place and time*. This once again emphasizes the tendency of the British to associate themselves with the centre of current events, in which they tend to be active in a certain situation set in a place and time convenient for them. For example:

Break — a mirror — according to one of the superstitions, the British believe that on the other side of the mirror there lives the twin of a person who is their complete reflection and, having broken a mirror, they will make suffer both their “twin” and themselves. *Horse-racing — Derby, competition — Derby, win — in horse races — Derby racing in the UK is the oldest traditional sporting event, the pride of the nation. Uniform — Cambridge, Eton* — these schools have deep historical (or fictional historical) roots, have established traditions and customs, one of which is the obligatory presence of a special school uniform, which is the pride of the school and a distinctive feature of its students. *Gentlemanly — Sherlock Holmes, draw — Tate, sailing — Thames, king — William, wheel — London Wheel* — this reflects the characteristics of how the British percept the surrounding world through the significance of the personality.

Further, we consider examples of reactions belonging to different groups. *Hogwarts’ students have to wear ties and special suits* (a situation with a stimulus/speech patterns). *Student’s uniform of Cambridge consists of a pullover or a blazer with the emblem of the University, a skirt or trousers; moreover, they have to put on the tie* (speech patterns/actions, conditions, activity).

According to the results of the analysis of reactions to the suggested stimuli, we identified a category that includes proper names, reflecting the features of the British national character, their particular view of reality, their reactions to events occurring in the world, their relationship to their historical cultural characteristics, customs and contemporary trends in public life of the country. For example:

Archery — Robin Hood, arena — Wembley, award — Nobel, basket — Jordan, champion — Beckham, court — Wimbledon, power — Diana, pride — Kate, spokesman — Theresa May, tie — Harry Potter, knight — Merlin, Frisbee — Beethoven, queen — Kate, shooting — Robin Hood, uniform — Garry Potter.

At the same time, the most resonant reactions to stimulus words among Belarusian respondents are of the following groups: *connection with a person, action, state and activity, part and whole*. Let us analyze the lexical units belonging to these categories.

Ambitious — strong people, character, marathon — victory, support, teammate — friend, racket — Gagarin, Novitsky — according to the given examples we can say that Belarusians are inherently focused on such qualities of the human personality as fortitude, heroism, respect and love for their people, unselfishness, since tolerance, liberal attitude towards religion, and self-sacrifice for the welfare of Motherland, family and children are present among the features of their character.

Competitive — kind, polite, happy, challenge — truth, climbing — freedom, self-respecting — love, communicate, Motherland, Homeland, shake hands — welcome — the examples from the group of associations related to actions, condition and activity, indicate the desire of Belarusians to support such positive qualities as benevolence, politeness, honesty, love for freedom, self-esteem, nostalgia for childhood, spent in a small motherland. These qualities distinguish Belarusians from other Slavic peoples. They are self-critical, they are able to recognize and appreciate the merits of others, they consider the real situation reasonably and calmly without resorting to extreme methods of solving problems that arise.

Among the reactions to stimulus words given by non-native speakers, there is also a significant number of proper names. In their associations, Belarusian respondents show both a profound interest in national traditions, a sense of pride in the self-preservation of Belarusian “*svyadomasti*” (national self-consciousness), and awareness of the cultural peculiarities of other nations: *biathlon — Domracheva, award — Domracheva, Kirill Relih, national team — BATE, captain — Mirny, hockey — Dinamo, Wheel — Gorky Park, BelAZ, marathon — Minsk, victory — Great Patriotic War, motto — Pesnyary, race — BelAZ, exhibition — Savitsky, exhibition — Tretyakov Gallery, forward — Messie, figure skating — Zagitova, semi-final — England-France, hockey — Ovechkin, Olympic Games — London, mastery — Jack the Sparrow, sportsfan — Boyarsky, meditation — Himalai, bar basket — Michael Jordan, Formula 1 — Sahara, car-racing — Schumacher*. In this regard, there is a need to single out these reactions as a separate group.

The practical value. The Dictionary is intended for the pupils of secondary schools and schools of a new type (gymnasiums, lyceums, schools with intensive English training) as well as the instructors of vocational training institutions. Besides the mentioned above practical value, the dictionary can be used not only in the process of English language learning, but in spreading the idea of a healthy lifestyle, hobbies and other information closely connected with sports via social networks using the hash-tags taken from the English Cloud Associative Dictionary. This type of metadata tag used on social networks such as Twitter and other micro blogging services, allow users to apply dynamic, user-generated tagging which makes it possible for others to easily find messages with a specific theme or content, in our case, the idea of healthy lifestyle and the opportunity to spread advertising on the topic. Tags, taken from our dictionary, do not only reveal the idea, but help to easily get found by your target audience. By using the hash tags that are of interest to your ideal customer, you can increase the chances of being found.

Conclusion. Creating an associative dictionary is an effective way to study the lexical content of the active communicative vocabulary of a native speaker. Associative dictionary is a reference book containing brief

information of a scientific or applied nature, arranged in a manner convenient for quick search. From our point of view, the goal of creating the dictionary is in visual representation of the frequency of using associations for the stimuli we have suggested, and is also more rational for perception and use for various purposes.

References

1. Гольдин, В. Е. ассоциативный словарь. [Электронный ресурс] / В. Е. Гольдин, А. П. Сдобнова, А. О. Мартыянов. — Режим доступа: <https://cyberleninka.ru/article/n/assotsiativnye-slovari-i-obraz-mira>. — Дата доступа: 23.09.2018.
2. Леонтьев, А. А. Словарь ассоциативных норм русского языка [Электронный ресурс] / А. А. Леонтьев // САНРЯ. — Режим доступа: <http://it-claim.ru/ASIS/Leont/Index.htm>. — Дата доступа: 12.09.2018.
3. РАС 2008: Русский ассоциативный словарь [Электронный ресурс]. — Режим доступа: <http://www.tesaurus.ru/dict/dict.php>. — Дата доступа: 15.11.2018.
4. Русский сопоставительный ассоциативный словарь [Электронный ресурс]. — Режим доступа: <http://it-claim.ru/Projects/ASIS/RSPAS/zapusk.htm> (лицензия типа Attribution-Non Commercial-Share Alike 3.0 Unported). — Дата доступа: 19.10.2018.
5. Текучев, А. В. Методика русского языка в средней школе [Электронный ресурс] / А. В. Текучев. — М., 1980. — Режим доступа: <http://1philol.msu.ru/~ruslang/pdfs/Litnevskaya-E.2006.pdf>. — Дата доступа: 13.09.2018.

UDC 81

P. E. Lapukhina, Y. A. Vashchilko
Institution of Education “Lyceum № 1 of the town of Baranovichi”, Baranovichi

LINGUISTIC MEANS OF STEREOTYPING ABOUT THE ENGLISH (ON THE BASIS OF ENGLISH AND RUSSIAN)

Introduction. As is known, stereotypes take an important place in the culture and conscience of English- and Russian-language societies.

A popular old joke exists, which says that heaven is where the police are English, the cooks are French, the mechanics are German, the lovers are Italian and everything is organized by the Swiss. Hell is where the police are German, the cooks are English, the lovers are Swiss, and the Italians organize everything. This joke is an example of generalized national stereotypes.

There are various linguistic means which help the transfer and dissemination of stereotypes in the minds of people. Among them are jokes, anecdotes, proverbs, sayings, etc. Namely the usage of such means is mostly responsible for the firm memorization of stereotypes in any language. The ubiquity of stereotypes in our everyday life may explain our interest in them. The topic of national/ethnic stereotypes is popular in such fields as ethnography, culture studies, and social psychology. Ethnic stereotypes became an object of research in the works of Z. Abildinova, T. Alyokhina, M. Avdeeva, S. Bobrovnyk, S. Zhabaeva, K. Kurenko, I. Lindsay, A. Realo, A. Tomaszuk, and others.

Still, ethnic/national stereotypes have not been widely studied in linguistics. This explains our interest in the research topic.

Thus, the topicality of the research is, firstly, explained by the ubiquity of ethnic/national stereotypes in the modern world and, secondly, by the need to study those linguistic means that provide their ubiquity in English and Russian.

The object of the research is the ethnic/national stereotype.

The subject of the research are linguistic means of stereotyping about the English.

The hypothesis of the research is that ethnic/national stereotypes are long-lasting but likely to change through time.

The aim of the research is the analysis of linguistic means of stereotyping in English and Russian, which provide the memorability of ethnic/national stereotypes.

According to the aim of the research, we put the following objectives:

- 1) to study the notions of “stereotype” and “ethnic/national stereotype”;
- 2) to analyze the linguistic means of stereotyping (English-language sayings, proverbs, jokes and anecdotes, and Russian-language jokes and anecdotes about the English);
- 3) to identify the most widely spread ethnic/national stereotypes about the English (on the basis of analyzing proverbs, sayings, jokes and anecdotes).

The methods of research are the study of literary sources, analysis, synthesis, generalization, and comparison.

The theoretical significance of the research lies in the study of linguistic means which provide the ubiquity and memorability of national stereotypes.

The practical significance of the research is connected with the study of linguistic means of stereotyping about the English which are used in the English and Russian languages. Research materials and research results may be used in the lessons of English while studying such topics as “Socio-cultural portrait of a country”, and “National character”.

The novelty of the research is in identifying ethnic/national stereotypes about the English on the basis of various linguistic means (proverbs and sayings, jokes and anecdotes).