VISUAL AND VERBAL TEXT AS AN OBJECT OF VERBAL AND NON-VERBAL COMMUNICATION IN MODERN MULTIMODAL STUDIOS

Summary
The article deals with the problem of defining such concepts as modality, mode, multimodality, visual and verbal text in modern multimodal researches. It highlights views on the determination of the concept of modality and its varieties, and the types of multimodal text in domestic and foreign paradigms, visual and verbal text as the object of verbal and non-verbal communication.

Keywords: modality, mode, multimodal stylistics, modal linguistics, epistemological modality, multimodal text, visual and verbal text.

TEACHING ENGLISH LEXICOLOGY: CURRENT PROBLEMS

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The article deals with the topical issues in the teaching of English lexicology. The study of the analyzed question arises to be not only the need of time in the context of the mentioned subject, but also emphasizes the topicality of methodology, especially in conditions of the deepening of interdisciplinary connections and continuous dynamic replenishment of the vocabulary.

Awareness and consideration of mental peculiarities of residents who use certain language will help the students to overcome the problem of lack of knowledge systematization, because understanding of lexical and semantic relationships is not only necessary but essential for understanding the structure of peculiar language and avoidance of possible misunderstandings and mistakes in the process of translation and interpretation. Taking into consideration synergetical approach, we should also include new topics into the course of Modern English Lexicology, namely those themes and questions associated with gender marked lexis and outlining other concepts of its study except binary relations in the language.

Keywords: communicative situation, English lexicology, hierarchy, marker, ethnic and mental features, dictionary, phraseology.
of relevant skills and abilities that are achieved primarily during making some practical exercises which help students along with the acquiring profound theoretical knowledge to produce strong practical ability and skills to analyze linguistic facts and phenomena, to understand their specificity as the language units which are used as direct means for communication and expressing one’s opinion and will of a man” [2, p. 47].

Beginners often realize communicative needs, being based on already known words and collocations. For example, the sentence «Yesterday be in theatre. And friends. Play be good» almost fully reproduces the general sense of the communication message transmitted through used tokens. However, grammar rules and knowing them are powerful tools too, because only the awareness of the features of words’ grammatical paradigms is intended to promote the development of students’ skills and communicative abilities for further usage of them in any speech situation.

A student, being aware of the communicative power of the digestible vocabulary, predictably will try to learn even more words, believing that the more words he knows, the more expressive his/her speech in expressing certain opinion is. Although, long lists of words, reproduced by our memory, are not always contextually relevant for this or that communicative message.

Considering the growing popularity of synergetical approach in the science and, as a result, rethinking of existing binary relations in the language (namely, such categories as «right / wrong», «permitted / prohibited», «normal / abnormal» etc.), the question of gender marking of vocabulary becomes rather burning for many lexicologists and the need for making it a separate issue in the course of English Lexicology is essential. For example, the token «air stewardess / steward» is more and more often marked in dictionaries as « outdated ». Instead of it the synonymous term «flight assistant» is recommended for further usage, taking into consideration the fact that it is a noun of common gender, and, therefore, it is a more neutral equivalent, without reference to sex to prove some loyalty under the concept of «gender and sexual identification», which is very popular nowadays.

Often teachers mistakenly believe that the first step to solve this problem is to use the English-English dictionary, not the bilingual one, because only in the first ones you can find examples of word use in sentences, typical models and combinatorial options with other units of a peculiar language for required tokens. It is important for students to understand that words in the language are not isolated units, but they exist and function in connection with each other, forming a relatively stable single unit, which is possible only due to existence of certain relations – paradigmatic and syntagmatic. Only the deep students’ understanding of these relationships should promote the awareness of the role and place of word throughout the language system, being not only a unit of lexical-semantic system, but also the key unit in the language hierarchy in general. It is obvious, therefore, that the use of English-English dictionaries only is a mistake. Bilingual dictionaries should become a kind of reflex, as is quite effective in the development of valuable students’ skills.

**Conclusions and prospects of further research.**

The word, as it was already noted, is not a unit that...
lies apart from the others, and reflects, to some extent, the mental peculiarities of residents who use it everyday. Awareness and consideration of this factor will help the researchers to overcome the problem of lack of knowledge systematization, because understanding of lexical and semantic relationships is not only necessary but essential for understanding the structure of peculiar language and to avoid possible misunderstandings in further interpretation, based on cultural and mental differences. Course of Modern English Lexicology should be studied parallelly with cultural and historical studies of language and Britain in general to reflect the full and ground picture of the functioning of a token that will increase the productivity of the student’s understanding. The current program and syllabus of Modern English Lexicology does not provide the study of lexical and phraseological units in such relationships, which would fully reflect the current stage of their development.

Taking into consideration synergetical approach we should also include new topics into the course of Modern English Lexicology, namely those themes and questions which are not gender marked and which are not outlined only through the prism of binary relations in the language.

References: