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THE PLACE OF SLANG IN THE PROCESS OF TEACHING ENGLISH LANGUAGE

The formation of universal learning activities is the main task of education. During training, the student should not only acquire a set of subject knowledge, but also be able to apply this knowledge in real life, have the generated skills of self-education, a set of key competencies that will help in adulthood. The student must be motivated to continue learning throughout life.

The main task of the teacher in modern conditions is the ability to organize learning activities so that the student has neither time, nor desire, nor the ability to be distracted for a long time.

Traditionally, vocabulary adheres to the following algorithm: acquaintance with new words in the framework of a colloquial topic, explaining their meaning and purpose, training in various conditional speech exercises and practical use in speech. At the same time, the control is constantly carried out: vocabulary dictations are written, words are spelling, read by transcription and spell, various tests are performed. Ideally, after the implementation of this complex, the lexical skill is considered formed: students have learned the meanings of new lexical units, learned to recognize them, and are able to use new lexical units in a specific context [1].

Psychologists have proven that “bad” words are remembered better and more quickly appear in the memory in a certain situation. In this regard, we propose to teach non-standard vocabulary in parallel with the standard.

Non-standard vocabulary has appeared for a number of social, psychological and stylistic reasons. It is a complex socio-stylistic, lexical and phraseological category, a historically stable system, and performs certain functions: (a) in speech, strive to satisfy the various emotional needs of individuals; and (b) in texts where

standard vocabulary serves as a background against which elements of non-standard vocabulary gain expressive significance [3].

According to the concept of V.A. Khomyakova, non-standard vocabulary includes socially and professionally determined speech microsystems (argot, slang) and stylistically reduced lexical elements (low colloquialisms, slangisms and vulgarisms).

V.S. Matyushenkov gives the following definition of slang: Slang is a special historically established and to a greater or lesser extent common to all layers of speakers, a variant of language (mainly lexical) norms, occurring mainly in the sphere of oral speech and genetically and functionally different from slang and professional elements of the language [5].

Currently, slang is treated as an independent phenomenon in connection with the peculiarities of the development of modern communication. This vocabulary is generally recognized and widely used (for example, slang is 10–20% of the average American dictionary).

Words and expressions of slang are synonyms for common words, however, they have a familiar colloquial, and sometimes even a vulgar character. Slangism is more vibrant and colorful. They are very expressive and emotional [2].

Slang is used not only in colloquial speech of representatives of various segments of the population, especially young people, but also in fiction, in periodicals, in newspapers and magazines, as well as on stage, and even in advertising.

This lexical layer is particularly lively and unstable. It is continuously updated with new words, which, in turn, by virtue of general usage, become commonplace and either go beyond the slang, become familiar-spoken words or disappear altogether, giving way to other new words [6].

Many people think that if they know a couple of slang expressions, they will be taken “for their own” in English-speaking countries. However, this is not quite true: you can find yourself in a ridiculous or embarrassing situation, since slang expressions can offend representatives of certain segments of the population.

Non-standard vocabulary introduces students to the social division of society and the territorial characteristics of the country of the language being studied. It carries linguistic and cultural information.

The study of non-standard vocabulary increases the level of motivation of students, their interest in the subject increases, there is a desire to learn something new and interesting.

The development of such lessons is interesting and useful for the teacher: you need to be aware of changes in the language, learn the latest literature, modern dictionaries, keep in touch with native speakers, develop unusual tasks for training and reinforcing such vocabulary, you should avoid vulgar words and unpleasant situations lessons, and, moreover, to constantly draw a parallel between non-standard and standard vocabulary, because the standard vocabulary will be useful to them in the future.

Literature

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