

reading audience, the readers чи навіть *market* (порівн. *the book has a good market*).

Спостереження показують, що наукові співробітники, інженери, аспіранти і студенти, що приступили до перекладу науково-технічної літератури, роблять помилки при перекладі „фальшивих друзів перекладача”.

З основних причин, що призводять до помилок, відзначимо наступні:

1) переконаність в однозначності слів і граматичних форм;

2) змішання графічного вигляду слів;

3) помилкове використання аналогії;

4) переклад слів більш конкретними значеннями, ніж вони фактично мають;

5) невміння підшукати відповідне значення для перекладу англійських слів і лексичних і граматичних сполучень;

6) незнання системних закономірностей англійської науково-технічної термінології і способу її передачі на українську мову.

LINGUISTIC PECULIARITIES OF CHILDREN'S SPEECH

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The study children learn to speak understand and speak their mother tongue – methods, theories and findings, later language learning in school. The work shows the techniques for finding out about child language; speech production and comprehension; theories of language acquisition. It also concerns the acquisition of grammar: growth in sentence length and complexity; the acquisition of vocabulary: first words and their content, distinguishing the meaning of words; the acquisition of conversational skills and the study the language in school later oral development, learning to read and write.

Children learn to speak by copying the utterances heard around them and other reactions that adults provide. Children do imitate a great deal, especially in learning sounds and vocabulary; but little of their grammatical ability can be explained in this way.

But at the same time it was argued that children must be born with an innate capacity for language development: the human brain is 'ready' for language, in the sense that when children are exposed to speech, certain general principles for discovering or structuring language automatically begin to operate.

The main alternative account argued that language acquisition must be viewed within the context of a child's intellectual development. It is not possible, in the present state of knowledge, to choose between these various approaches. The number of definite, general facts known about language acquisition is still very small. In particular, much more information is needed about the way children learn languages other than English. Doubtless imitative skills, a general language-learning-mechanism, cognitive awareness, and structured input all pay their part in guiding the course of language acquisition. Unravelling the interdependence of these factors constitutes the main goal of future child language research.

The first mistake is reduplication. The different syllables of a word are pronounced in the same way: in one child water was pronounced as [wowo]; bottle as [bubu]; and window as [mumu]. Even monosyllabic words can be reduplicated: as when ball becomes [bobo].

Earliest stage of grammatical development hardly seems like grammar at all, since only single words are involved – utterances such as Gone, More, Dada, Bye-bye.

At around 2 years of age, many children produce sentences that are three or four words in length, and combine these words in different ways to produce a variety of grammatical constructions. Typical sentences at this stage include: Man kick ball, Where Daddy going?, Put that on there.

Children do not learn a word with its meaning 'ready made'. They have to work out for themselves what it must mean, and in so doing they make errors. Three types of error occur often during the second and third year.

1. *Overextension* A word is 'extended' to apply to other objects that share a certain feature, such as a common property of shape, colour,

or size. Dog might be applied to other animals, or moon to other round objects.

2. *Underextension*. In case, the word is used with a narrower meaning than it has in adult language. dog might be applied only to the family dog, or shoes only to the child's own shoes.
3. *Mismatch* Here, there is no apparent basis for the wrong use of a word by the child, as when in one case a telephone was referred to as a tractor. There is usually no way of tracing back the association of ideas that has caused such misidentifications.

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СЕМАНТИЧНІ ПРОЦЕСИ В СТУДЕНТСЬКОМУ СЛЕНГОВОМУ ОБІХОДІ

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СЛЕНГ – це слова, котрі часто розглядаються як порушення норм стандартної мови. Це дуже виразні та іронічні слова, котрі служать для означення предметів про які йде мова у повсякденному житті. В основі усіх семантичних процесів лежить зміна зв'язку між формою та значенням. Ці протилежні семантичні процеси називаються ГЕНЕРАЛІЗАЦІЄЮ та СПЕЦИФІКАЦІЄЮ. Під ГЕНЕРАЛІЗАЦІЄЮ ми розуміємо лексему, яка набирає більш широкий ряд референтів.