

6. For a gift or an invitation, it is accepted to thank or answer the same.
7. Greeting cards should be with their own (not standard) text.
8. It is allowed to leave the guests (in the case of their great number), leave without warning (without saying goodbye); If care is very noticeable, you must say goodbye and thank the masters.
9. Compliments of superficial acquaintance should not be said, it is better to show restraint or to praise an apartment, design, comfort, etc.
10. To say "Hello!" to the same person should not be more than twice a day.
11. Entering the room, going into the car, into public transport, you need to let the women go ahead.
12. Advice and recommendations can be given only to the people who are familiar to you, whom you know well, and to unfamiliar people only when they need advice or help.
13. If a student is late for the lesson, he should enter the classroom without attracting the attention of other students, without breaking off the teacher conducting a lecture or explanation.

Linguistic units: words, phrases, phraseological units-idioms, proverbs and sayings contain culturological information. There is a special branch of Linguistics - Sociolinguistics, studying the causal links between language and society, establishing consistent correlations between the "microlinguistic" phenomena and the facts of the social life of certain group of people. Many research works carried out in this field have shown that a truly complete comprehension and careful study of linguistic factors is possible only taking into account all the determining factors, both linguistic and extralinguistic, in all their scope and diversity.

In the focus of linguists are extralinguistic factors and the development of principles and methods of sociolinguistic research has become one of the main tasks of modern Linguistics.

Social structures are the material basis of linguistic structures, therefore it is impossible to disclose and describe thoroughly the actual language formation without a close study of social factors. Social differentiation manifests itself particularly vividly and directly in the vocabulary, in words and phrases of the language [3;36]. In the process of speaking, the speaker relies on his social experience and associates words denoting objects or concepts that can be combined in a given society. Words and phrases in natural human language are created in a specific situation with certain goals, in a certain place and historical epoch. In other words, they are coordinated in time and space and are therefore sociolinguistically conditioned.

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A FOREIGN WORD IS A CROSSROAD OF CULTURES

*Saitova Zaure Kaljanovna- NSPI. Faculty of foreign languages
Atabayeva Yulduz- 4-kurs NSPI. Ellikqala faculty of pedagogy*

Recently, a great deal of attention has been paid to the linguistic and cultural aspects in the teaching of foreign languages and in particular English, which is the main foreign language studied at all secondary educational schools, colleges, academic lyceums, institutes and universities. Starting to learn a foreign language, a person simultaneously enters a new world. Getting acquainted new foreign words, the learner transfers concepts from another world into his consciousness and his own world. This necessity of restructuring thinking, "reshaping" one's own, customary native picture of the world into a strange, unusual pattern represents one of the main difficulties in mastering a foreign language [1;107].

The same concept, the same piece of reality has different forms of linguistic expression in different languages. Consequently, the words denoting the same concept can differ in semantic

capacity, they can show different pieces of reality and contain more or less than the conceptual material resulting from the reflection in the brain of the person of the world around him, depending on the specificity of economic, cultural, social and even natural features of life of a certain group of people. [2;6].

Linguistic cultural and socio-cultural aspects are reflected in various linguistic units: words, word combinations, phraseological units, toponyms, anthroponyms, names of holidays, allusions and quotations.

At the heart of all communication is the common or shared code of participants in the communicative act. In language communication, such a common code is a mutual understanding of linguistic units: without this, communication is impossible. In this connection, the questions of equivalence acquire a special attention and study, because it is the notion of equivalence in all aspects that determines the degree of understanding.

Difficulties arising from interlanguage communication can be explicit, as well as implicit, hidden and therefore more dangerous. There are two main implicit reasons that complicate communication in general, and in a foreign language, in particular.

1. Collocation, or lexico-phraseological restrictions governing the use of language. This means that every word of each language has its own circle, or reserve of compatibility, inherent only in a given language. In other words, it combines with some words and doesn't combine with others. For example, the English verb to pay, meaning the pay is supposed to be combined with such incongruous, in terms of Russian, words like attention, visit, compliments. Such combinations in Russian as высокая трава, крепкий чай, сильный дождь are rendered in English like long grass, strong tea, heavy rain. This is due to the fact that each word has its own lexical-phraseological compatibility, or valence. It is national (and not universal) in the sense that it is inherent only in this particular word, in this particular language. This specificity becomes evident only when languages are compared, just as a native culture is revealed in a collision with a stranger. Native speakers do not see these main difficulties for a foreign language learner. That is why, when studying a foreign language, and in particular English, it is necessary to memorize words not individually, by their meanings, but in the natural, most stable combinations inherent in a given language.

Lexical compatibility complicates the concept of equivalence and undermines the fundamentals of translation. Bilingual dictionaries confirm this phenomenon. Take, for example, the simplest, most common word book and its equivalent - the word книга. In the English-Russian dictionary this word is given in the most regularly reproduced combinations, and only one of them is translated by the word book.

a book in /about birds – книга о жизни птиц
a reference book – справочник
a cheque book – чековая книжка
a ration book – карточки
to do the books – вести счета
our order books are full – мы больше не принимаем заказов
to be in somebody's good/bad books – быть на хорошем/плохом счету
I can read her like a book – я вижу её насквозь
We must stick to/ go by the book – надо действовать по правилам
I'll take a leaf out of your book – я последую твоему примеру
He was brought to book for that- за это его привлекли к ответу.

There are difficulties in such situations when the translation of a separate word doesn't coincide with the translation of the word in word combinations. Let's illustrate it by the examples from the Russian-English dictionary:

записка – note
деловая записка – memorandum
докладная записка – report
любовная записка – love letter, billet-doux
закрытый – closed

закрытое заседание – private meeting

закрытое голосование – secret ballot

закрытое помещение – indoors

These differences are seen much better at the level of word combinations. For example, an equivalent of the Russian word combination «мыть голову» is to wash one's hair (мыть волосы) in English. And an expression to wash one's head is used in the transferred meaning намылить шею.

2. The conflict between the cultural perceptions of different people about those objects and phenomena of reality, which are designated by the "equivalent" words of these languages, is another difficulty. These cultural representations usually determine the appearance of various stylistic connotations in the words of different languages.

Students learning English use the following word combinations: to go to guests instead of to go to a party, young potatoes instead of new potatoes, exclusively rare instead of exceptionally rare, largest events instead of major events, to visit classes instead of to attend classes, to work at oneself instead of to develop one's abilities. The reason of it lies in the fact that they combine words and form word combinations according to the rules and phraseological patterns of their native language (for example, compare in Russian and Karakalpak: идти в гости - қонаққа барыў, посещать уроки – сабаққа барыў, работать над собой – өз үстінде ислеў). In such cases it is necessary to find English equivalents, not word-for-word translations.

Phrases and phraseological units are determined, firstly, by the specific conditions of the place, time and purpose of communication, and secondly, by the peculiarities of the culture, traditions, customs of the speaking community. What people talk about is a reflection of the social life of the community. Combinations of words serve to meet the social needs of the speaker. A person can produce, "generate" certain phrases, only if his social life experience, his cultural thinking, contains the appropriate content. So, for example, the sociolinguistic conditionality of the word combination white man is reflected in its specific semantics. This word combination means not just a "man with white skin", "representative of the white race". Thus, the reasons of the conflict between the cultural perceptions of different people may be presented by poor knowledge of the culture, wrong use of necessary words and word combinations, denoting objects and phenomena that exist in all cultures.

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THE NOTION OF STYLISTIC DEVICE OF EPITHET IN THE ENGLISH AND KARAKALPAK LANGUAGES

*Qonisbay Serikbaev
Mekhriban Bayimbetova
Nukus State Pedagogical Institute*

The epithet is a stylistic device based on the interplay of emotive and logical meaning in an attributive word, phrase or even sentence used to characterize an object and out to the reader, and frequently imposing on him, some of the properties object with the aim of giving an individual perception an evaluation of these or properties. The epithet is a subtle and delicate in character. Some even consider that it can create an atmosphere of objective evaluation, it actually conveys the subjective attitude of the writer, showing that is partial in one way or another [1].

Epithet is a descriptive literary device that describes a place, a thing or a person in such a way that it helps in making the characteristics of a person, thing or place more prominent than they actually are. Also, it is known as a by-name or descriptive title [2].

O.S. Akhmanova [2] has made an interesting observation in this respect. The syntactical combinations are, as it were, more descriptive, elaborate; the lexical are more of an indication, a hint or a clue to some previously communicated or generally known fact, as if one should: "You know what mean and all I have to do is to point out to you in this : and familiar way".