

Uriah Hip is a sinister figure. His life and character are the exact opposite of Steerforth. He has learnt the lessons taught to him at school for the poor, and after finishing it, he started his struggle to become somebody in this life. Uriah Hip hides his meanness, anger and cunning beneath the mask of a humble submission. «Be humble, Uri – repeats his father. – People like to be higher than you, and here you should bend down». That's why Uriah Hipp is an embodied hypocrisy; he is terrible in his quest to advance and in his anger against people. 'Hip' means 'depressed', 'a burden', 'cast down'. To overcome an inferiority complex rooted in him, he needs to make his way in the world at any price. To Uriah this means to rise above the people in order not to be humiliated any more, but be capable of humiliating others.

Agnes is another fair image in the novel. From the Greek 'Agnes' means 'pure' and 'chaste', and from the Latin – 'lamb'. Throughout the novel David repeatedly refers to her as to his guiding star, named sister. He endlessly admires not only her kindness, compassion and sincerity, but also her clear mind.

Needless to say, that the name is of great importance in human life. According to many philosophers, such as P. Florensky, S. Bulgakov, etc., there is a close connection between the name of a person and the events happening in his life. The name comprises the idea which is embodied by the person during his life [4].

To achieve the goal of our work, we have analyzed Charles Dickens's works from the point of view of the proper names use. Charles Dickens is an original realist. Force and value of realistic art are in typicalness of the images created by him.

Dickens's skill as a realist, a variety of those art and selective means which he uses as an artist, are brightly shown in delineation of the majority of characters. Proper names become an integral part of character images in his novels.

Charles Dickens had a great influence on the development of English literature and English language in general. Dickens used various techniques to express his thoughts. Among them are: a word-play and an amusing pun, an exaggeration. Turns and phrases, well-aimed jokes of Dickens entered English language and became public property.

Having read Charles Dickens's work and having analyzed the use of the proper names in the novel, we have come to the conclusion that the author named the heroes absolutely after careful consideration. Dickens somehow told that he did not think out the names of the heroes, that all the names in his works existed in real life. He only correlated the name with a character of the hero. When he heard an unusual name, he wrote it down to give it further to a suitable character.

Dickens resorted to the use of certain names and surnames to strengthen the images that he had created. He gave villains the shouting names, and chose bible names for positive characters. When writing novels, Dickens represented on the pages a great number of interesting characters, both positive and negative, giving them the speaking names. Thereby, the author allowed us to get more deeply into the essence of these novels to understand the main idea, which he wanted to deliver.

References

1. Losev A. F. *Filosofiya of a name // The Most: Compositions.* – M.: EKSMO-Press, 1999. – PP. 29–204.
2. Florensky P. A. – M.: Publishing house: Martin, 2007.
3. Mikhalskaya N. *On the Item «Charles Dickens».* – M.: Uchpedgiz, 1959.
4. Bulgakov S. *Compositions in two volumes. 2nd Volume. Name philosophy.* – M: Art; SPb.: Innapress, 1999. – PP. 13–175.

Scientific adviser Yu. P. Azhel, senior lecturer of TPU

Nekrasova T. D., student
National Research Tomsk Polytechnic University
E-mail: tdn1@tpu.ru

Некрасова Т. Д.

ИМЕНА СОБСТВЕННЫЕ В ПРОИЗВЕДЕНИИ ЧАРЛЬЗА ДИККЕНСА «ЖИЗНЬ ДЭВИДА КОППЕРФИЛЬДА, РАССКАЗАННАЯ ИМ САМИМ»

Имя собственное имеет большое значение в культуре и жизни человека. По мнению ряда философов, между именем человека и событиями его жизни существует тесная связь. В художественном тексте имена не менее необходимы, чем сами образы. Для любого художественного текста характерна не случайность употребления автором имен собственных. В произведениях Ч. Диккенса имена собственные являются неотъемлемой частью образов действующих лиц. В данной статье уделяется особое внимание анализу употребления имен собственных в произведении «Жизнь Дэвида Копперфильда, рассказанная им самим»; на основе полученных результатов делается вывод о роли имен собственных в художественном тексте.

Ключевые слова: имена собственные, образы, личность Дэвида Копперфильда, произведения Чарльза Диккенса, зловещие фигуры, персонажи.

Некрасова Т. Д., студент
Национальный исследовательский Томский политехнический университет
E-mail: tdn1@tpu.ru

AUDIO BOOKS AS A METHOD OF LEARNING THE ENGLISH LANGUAGE

The purpose of the article is to introduce some information about the method of learning a foreign language using audio books to the reader. The author draws attention to different ways of information perception (auditory, visual and kinesthetic) to let the reader evaluate the effectiveness of this learning method. Much attention is focused on the algorithm of learning English using an audio book. As an example, a famous book «The Adventures of Tom Sawyer» by Mark Twain is examined. In conclusion, the author underlines the advantages and disadvantages of the method.

Keywords: *audio books, learning method, foreign language, auditory, visual, kinesthetic perception, learners.*

Needless to say, all men learn and assimilate the material in different ways. The American psychologists K. Rodzhers, Betty Lou Livet, S. Stringer, G. Deyl distinguished three main types of learning styles, taking into account the individual characteristics of human perception: Visual, Auditory and Kinesthetic.

Auditory learners are the students preferring auditory perception. They respond well to oral explanation, like to listen, look forward to the opportunity to speak.

Visual learners are the students who are good at visual perception. They are trained on the basis of observations and demonstrations, unreceptive to the sounds distracting from the visual information.

Kinesthetic learners are people who perceive most of the information through other senses (smell, touch, etc.). They are impulsive and choose solutions requiring action [1].

There are many methods of foreign language learning. In this paper a technique of learning the English language using audio books is considered, as many students are faced with the problem of listening comprehension understanding and basic vocabulary acquisition.

More and more people are choosing audio books as a way of learning English. First of all, it is very convenient: you can download audio books in English and listen to them as you go, in the morning, before going to sleep, while cleaning the house, preparing dinner, or take the time to do it.

Listening to audio books in English is the best way of information perception by ear. When listening to an audio book in the English language, you can find yourself almost in the direct contact with native speakers. This is the feeling that cannot be achieved if you are reading a conventional book.

Listening to the audio books in English allows to expand learner's vocabulary. Any book or story is first and foremost interest in the events described in the book. When a person is concerned with the plot, he will look up unknown in order to find their meanings and not to miss the thread of the narrative.

Moreover, listening to an audio book in English with simultaneous reading of the original text - is a great way of grammar skills training. This way of training provides an opportunity to see and hear real examples of using various grammatical structures. It is hard and monotonous just to learn the rules, learners find it much easier to do having living examples visible.

However, working with audio books, it is necessary to apply a certain learning technique to obtain good results. Different types of audio books can be distinguished depending on their texts:

1. Audio books read by native speakers, British and American actors. Typically, these audio books are recorded using the professional equipment in the studio. This is the best choice for English language training by means of audio books.

2. Audio books read by linguists or English teachers. Such audio books are often recorded in the studio. This option is not very different from the previous one, except that the skills of speech perception of a native speaker are not actively developed when listening to these audio books.

3. Audio books read by amateurs. Needless to say, there are many audio books, recorded by non-native speakers. These audio books are read by the people knowing the language, but not the linguists. From the standpoint of developing the skills of the native speaker speech perception, these audio books are particularly useless. However, they can be used to expand learner's active vocabulary.

4. Audio books recorded using computer programs. There are so-called TTS programs (Text-to-Speech) converting the text into the audio-recording. This result can hardly be called an audio book, because a computer program is unable to reproduce the speaker's intonation and pronounces the words together. These audio books are not suitable for learning English [2].

Now let's consider the methodology of English language learning using audio books on the example of a passage from the story «The Adventures of Tom Sawyer» by Mark Twain. This method of learning English requires to spend 6-7 days working with one audio book, for up to 10 minutes a day.

The first stage is to listen to an extract from the audio book by Mark Twain without viewing the text:

«Tom!»

No answer.

«What's gone with that boy, I wonder? You Tom!»

No answer.

The old lady pulled her spectacles down and looked over them about the room, then she put them up and looked out under them.

She seldom or never looked through them for so small a thing as a boy; they were her state pair, the pride of her heart, and were built for «style», not service-she could have seen through a pair of stove-lids just as well. She looked perplexed for a moment, and then said, not fiercely, but still loud enough for the furniture to hear:

«Well, I lay if I get hold of you I'll-»

She did not finish, for by this time she was bending down and punching under the bed with the broom, and so she needed breath to punctuate the punches with [3].

At this stage the learner should try to guess the meaning of unknown words without paying attention to grammar and syntactic constructions. It is more important to pick the flow of thoughts, rather than understand individual words. The audio book in the English language should be listened to 3-5 times during one day.

The second stage is to listen to the same extract from the audio book and simultaneously read it with the speaker. At this stage it is necessary to pay attention to unknown words. The learners try to guess the meaning of these words from the context. Then they should check their senses using the dictionary and write unknown words down:

Pulled – тянуть, перемещать

Spectacle – очки

State – состояние, режим

Stove-lids – печных заслонок

Perplexed – ошеломленный

Fiercely – неистово

Lay – класть/положить, налагать

Punches – удар

Breath – дыхание

Broom – метла

The learners have to listen to the extract and simultaneously read the text 3-5 times during the second day of training.

Having learnt the meanings of all the words, at third stage the learners listen to the extract from the audio book and read the text aloud simultaneously with the speaker. In this case, it is important to repeat his intonation. As a rule, the speakers have normal speed of reading, or even a little slower. If you do not have time to perform this task, then use the «pause» and divide the extract into equal parts. Listen to the audio book and read the English text aloud 3–5 times during the third and fourth days of training.

At the fourth stage the learners have already listened to the extract from the audio book approximately 15–20 times. Therefore, the fifth day of training should be devoted to the reading of the English text without listening to the audio book, but trying to reproduce the intonation of the speaker. It enables to improve not only learner's reading skills, but also memory. When reading, learners try to reproduce exactly how the speaker utters a particular sentence, especially in the direct speech. Read the original English text 3–5 times during the fifth day.

Following this technique of foreign language learning using the audio books, students are capable of mastering grammar and listening comprehension skills, and enriching vocabulary rather rapidly.

But every technique of foreign language learning has both advantages and disadvantages. The important advantages of the present method may be said to be:

- Possibility to enjoy learning English at any time and in any place;
- This method of learning is interesting and amusing;
- It does not require the expenditure of money;
- This method involves three ways of information perception;
- Learners can study at their own mastering more useful skills than people attending language courses;
- Working on English grammar, students learn how to compile and analyse information;
- Development of auditory memory;
- If you do not have a significant progress, you can easily give this training process up.
- Disadvantages of this method are as follows:
- Learning the English language using this technique requires more effort and self-discipline than attending language courses;
- There is no possibility to monitor the progress and compare it with that of other students, so these classes are not very efficient and can be used as a good addition to English classes;
- It is necessary to remember that nothing can replace a good teacher, who can help learners in the process of mastering a foreign language and use an individual approach [4].

Knowledge of English is one of the most important requirements made to the employees, as well to the students at the universities nowadays. The author of the paper believes that this method of foreign language learning with the help of audio books will help people to improve their English language skills and help to perceive foreign speech aurally.

References

1. Tips for auditory visuals kinesthetic // Art of Learning Int Ltd. 07.12.2013. URL: <http://artoflearningint.com/ru/blog/2013/07/12/tips-for-auditory-visuals-kinesthetic/> (date accessed: 21.01.2015).

2. Как учить английский язык по аудиокнигам // Онлайн курсы английского языка. 03.07.2013. URL: <http://learnlge.com/mod/forum/discuss.php?d=193/> (date accessed: 21.01.2015).
3. Mark Twain. The Adventures of Tom Sawyer (part 1) // Английский язык онлайн. URL: <http://englishon-line.ru/chudog-tekst1.html/> (date accessed: 21.01.2015).
4. 7 ЗА и 7 ПРОТИВ самостоятельного изучения английского языка // Английский язык для начинающих. 2009–2015. URL: <http://begin-english.ru/article/7-za-protiv/addressing> (date accessed: 21.01.2015).

Scientific adviser Yu. P. Azhel, senior lecturer of TPU

Bychkova I. A., student
National Research Tomsk Polytechnic University
 E-mail: id131898898-a31cfb86b@vkmessenger.com

Бычкова И. А.

ИЗУЧЕНИЕ АНГЛИЙСКОГО ЯЗЫКА С ПОМОЩЬЮ АУДИОКНИГ

Цель данной статьи заключается в том, чтобы познакомить читателя с техникой изучения иностранного языка при помощи аудиокниг. Автор обращает внимание на различные способы восприятия информации (слуховой, зрительный и кинестетический), чтобы увидеть, насколько этот метод обучения может быть эффективным. Большое внимание уделяется алгоритму изучения английского языка с помощью аудиокниги. В качестве примера приводится знаменитая книга Марка Твена «Приключения Тома Сойера». В заключении автор указывает на преимущества и недостатки данного метода.

Ключевые слова: аудиокниги, метод обучения, иностранный язык, слуховое, визуальное, кинестетическое восприятие, обучающиеся.

Бычкова И. А., студент
Национальный исследовательский Томский политехнический университет
 E-mail: id131898898-a31cfb86b@vkmessenger.com

Buyankina A. S.

SYMPATHY AND EMPATHY IN ENGLISH AND RUSSIAN: A LINGUISTIC AND CULTURAL ANALYSIS

This corpus-based study examines the description and analysis of linguistic and cultural diversity in the conceptualization of the notions «sympathy» and «empathy». On the basis of the contrastive semantic analysis of «sympathy» and «empathy» in English and their Russian translation equivalents the considerable differences in the conceptualization of these words, explained by the reference to the prevalence of different models of social interaction in Anglo and Russian cultures, as well as different cultural attitudes towards emotional expression are demonstrated.

Keywords: culture, emotions, sympathy, empathy, English, Natural Semantic Metalanguage, Russian.

The Natural Semantic Metalanguage (NSM) as a Method of Semantic Analysis

NSM is a methodology of linguistic and conceptual analysis which was developed by Anna Wierzbicka, Cliff Goddard, and her colleagues. It consists of sixty-three empirically established lexical and grammatical universals. These universals form a minilanguage, which is used to represent the meaning of linguistic units. Within the NSM approach, emotion terms are explained by reference to a prototypical cognitive scenario, which gives rise to a certain way of feeling. This approach is consistent with the view held in cultural psychology that emotion concepts can be decomposed into 'narrative' terms [1].

The purpose of the NSM-based conceptual analysis of the emotion term is to create a semantic explication of the term representing a proto-typical way of thinking and feeling associated with this emotion. This explication is expected to be broad enough to account for a variety of uses of the term within its single meaning. The advantage of using the NSM in conceptual analysis lies in the fact that it makes it possible to capture the meaning of the emotion term of any language by using words that are adequate in that language.

The use of the NSM enables to study human emotions from a genuinely cross-linguistic and cross-cultural, as well as a psychological perspective, and, thus, provides new possibilities for the scientific understanding of subjectivity and psychological experience.

Semantic analysis

English «Sympathy» and «Empathy»

The term «sympathy» is polysemous. In this article one meaning of «sympathy» as it is used in the combinations 'to feel sympathy for/with someone else' and 'to have sympathy for/with someone else' is considered.

Sympathy is an emotion caused by the awareness of the fact that something bad has happened to another person. The range of conditions invoking sympathy is relatively broad and extends from the discomfort of everyday life (for example, working long hours) to serious misfortunes (such as the death of a loved one, or living through a war).