

Oleksii Mohilevskyi, student
L.S. Kostina, language adviser
SIHE "Kryvyi Rih National University"

ANGLICISMS IN THE FRENCH LANGUAGE

Research on Anglicisms in different languages has gained considerable interest among researchers from various parts of the world. To begin with, there were three coexisting languages in England: English, French (Anglo-Norman) and Latin. Although English dialects, which were spoken by the indigenous population, were equal to each other, the English language was not used as the official language at those times. Anglo-Norman was the language of parliamentary debate; Latin was the language of church and science.

In historical discourse, the establishment of the Norman dynasty power in England was followed by the relocation of Norman different layers of society there. During the XII-XIII centuries, the French language became the official language of Britain. Nevertheless, the Englishmen continued using their mother tongue.

In 1258, the English King Henry III (1207 – 1272) addressed to the citizens of the country with the appeal in two languages – French and English, apparently believing that the French could be inadequate for understanding the appeal of the text. That was the evidence that French began losing its positions. In 1362, the English language became the language of parliamentary debates instead of French.

By the XV century, French lost its value as a means of communication among the citizens of the British Isles. The final act sealed the victory of the English language over French; it was the abolition of the French language as the language of schooling, which took place in 1477.

I. Amendments and word adaptation.

The phenomenon of word borrowing occurs in all languages in different directions. Here are several of them: 1) change in a word's phonetic form: our own sounds replace other people's ones (*roast-beef* and *rosbif*, *beefsteak* and *bifteck*); 2) changes and the morphological appearance of the word (*country-dance* and *countredanse*; *bulldog* and *buoledogue*); 3) change in the value of the borrowed words (*court* – tennis court, originally the Royal court); 4) the individual word-forming elements can be borrowed (*couponing*).

II. Methods and forms of Anglicisms' penetration into the

French language.

a) *Denotative borrowing* (leader, label-наклейка, ярлык; electrocution-смерть от электрического тока, nylon);

b) *Connotative borrowing* (week-end – fin de la semaine, baby – bebe, nurse – bonne d’enfant, insane – insense, barman – garçon, leader – chef, living room – salle de sejour, match – competition);

c) *Double borrowing* (humour, supremacy);

d) *Word-forming elements borrowing* (couponing).

III. Adaptation of English borrowings in the French language.

a) *Phonetic adaptation* (roast-beef – loosing of [əʊ] and [i:]);

b) *Morphological adaptation* (pannequet (pan-cake), bousin (bousing), chelin (shilling), boulingrin (bowling-green), contredanse (country-dance));

c) *The semantic adaptation* (to cover, approach, conglomerate).

Furthermore, the French language is characterized by the formation of a new phenomenon, rethinking the borrowed word and often remaining it unchanged. Therefore, these properties of the French language encourage the consolidation of borrowings.

Thus, a French word can change its meaning under the influence of the English language, resulting in homonyms. In some cases, a word, borrowed from English, turns out to be the preservation of an old French word, which existed in French and survived to our times. In addition, not only the French language is actively exposed to the penetration of the English vocabulary in the language, but it is also a reverse process. Social and historical development of the European society contributed to the fact that until the XX century the French language gave the largest number of borrowings to many other European languages, the English language being one of them.

V.V. Nevmerzhytskyi

L.V. Kruhlenko, language adviser

SIHE “Kryvyi Rih National University”

USING IT IN STUDENTS’ SELFTRAINING

The effective use of technology in education has changed the face of education and it has created more educational opportunities. Both teachers and students have benefited from various educational technologies: teachers have learned how to integrate technology in their