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The article deals with the differences between the lexical composition of British and American English. The lexical-morphological and non-equivalent variants of English are considered.

Keywords: *vocabulary, morphology, British English, American English.*

The lexical richness of language testifies to the level of the society development. With the development of the world knowledge, language is constantly growing. Its lexical composition does not remain in one stable form, but is constantly changing. It should be emphasized that the changes are very rapid. That is why the lexical state of any language needs constant research.

The English-speaking range as an object of study of the variability problem is an exceptional phenomenon. English is the official language of many countries, including the United Kingdom, the United States, Canada, Australia, New Zealand. Each national version has its own pronunciation standard which is designated in the orthoepic dictionaries as the correct pronunciation.

The purpose of our work is to study the differences in the lexical composition of British and American English.

The differences between English in America (American English, hereinafter referred to as AE) and English in the United Kingdom (British English, hereinafter referred to as BE) have been discussed for a long time in both specialized linguistic and popular literature. Disputes over which of the English language options should be considered “exemplary” and whether AE should be considered as an independent language, finally separated from BE, continue to this day. A characteristic feature of

the views expressed is the apparent exaggeration of the differences between the British and American versions [6: 49].

First of all, it is necessary to specify those cases when in the British and American usage not the words and differences of lexical meanings are being in contrast with each other but the varieties, which Professor A.I. Smirnitsky called the structural versions of the same word.

Among these options are primarily vocabulary-morphological or word-forming, that is, they differ only in word-forming affixes, but identical in their lexical meaning [5: 96]. For example, the word *метр* has the British version of *metre* and the American word *meter*; *центр* – *centre* and *center* respectively.

Special group should include those lexical units which we'll call as non-equivalent vocabulary followed after G.V. Shatkova and G.V. Chernov, that is, those words and stable phrases used in the US that essentially have no dictionary equivalents in British English: *junior high school* (part-time high school, including 7 and 8 or 8 and 9 grades) *feel like two cents* (feel bad).

In the lexical composition we can find considerable number of differences between the American and British versions of English. Native American and British speakers often use completely different words that have the same meaning. This is due to the peculiarities of the development of the history and culture of countries, the diversity of local dialects and expressions. For example, the *призвище* translated into British English sounds like *surname*, and in American - *last name*. The word *лифт* in England is translated as *lift*, in America it is an *elevator*, *автобус* - *coach* (BE), *bus* (AE); *розумний* - *clever* (BE), *smart* (AE). The words with the same spelling can have different lexical meanings. So *torch* is understood by the British as a *лихтар*, and for Americans this word means *факел*; *biscuits* means *печиво* in the UK and *кекси* in the US.

Many more differences can be enumerated both in lexical and other levels of language. Remember in English classes to draw students' attention to the fact that there are British and American options. But despite all the differences, you can see the similarity of the rules of classical sentence construction and lexical language

constructions, as well as reading and writing sentences in both language versions, because the base is one language, which is English.

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УДК 378.147

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ЛІНГВІСТИЧНА КОМПЕТЕНТНІСТЬ МАЙБУТНІХ ЕКОНОМІСТІВ

Для майбутніх економістів є необхідністю формування лінгвістичної компетентності, як здатності та потреби у партнерському співробітництві, спрямованість до встановлення та підтримки продуктивних та ефективних взаємовідносин. Завдяки володінню іноземною мовою майбутній економіст має широкі можливості у вивченні новітніх досягнень у своїй професійній сфері засобами інформаційних технологій. Крім того, контакти спеціалістів економічного профілю з колегами здійснюються різними формами ділового