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**THE PREDICATE MAIN VERBS MEANINGS
OF THE ENGLISH PROPOSITIONS**

The picture of functioning the English-language discourse has been successfully determined and interpreted. For instance, the nature of the semantic concept «Proposition» (the equivalent of the grammatical concept Sentence) containing its basic constituents – «Subject+Predicate» has been acknowledged as the basic integral explicit (S+P) unity, which is the major means and code of any human's reflection of the knowledge about the world in the English-language discourse. But the notions Subject and Predicate in the frames of the Proposition need further clarifications and generalizations, especially – the Predicate Pattern as the essential constituent and the minimum code creating a human's thought.

Predicate serves to assert something about its Subject denoting either the Action performed or undergone by the Subject or the State in which the Subject is/was/will be/etc. Predicate appears as the main principal basic link and it occupies the central position in any English Proposition according to its Word Order Algorithm: I Subject + II Predicate + III Complement (Object). According to most linguistic investigations all the Predicates fall under two main divisions: simple (verbal) predicates and compound (nominal/verbal) ones. All the Simple and Compound Verbal Predicates denote Action; all the Compound Nominal Predicates denote State.

Predicate is regarded as a central element of a propositional structure (Proposition), it determines the structure of Proposition, and it holds within itself, contains the essence of state of affairs. And in this sense Predicate is defined as a propositional function, that is the form of judgement or Proposition, and this form is equivalent to the content of Predicate Pattern. Thus, the concept of Predicate is defined as a special semantic essence of Language, which is typified in the form of propositional functions (not in the form of vocabulary units) and the semantic structures of the Proposition (Sentence), which correspond to these functions. Predicate occupies a dominant position in the hierarchical system of «Predicate – Arguments», Predicate stands out as the peculiar constructive nucleus specifying its environment composition, which can consist of a certain number of its members (arguments). Arguments or non-Predicate signs include Subject and Complement (Object) expressed not only by nouns (common nouns and proper nouns) and substantival pronouns (substantival – from Latin

substantivum – noun), but also by almost all the parts of speech in English. That's why Predicativity is interpreted as functional, not as a substantival category of words [2, p. 77–78, 81].

The Proposition itself is understood as a certain element of thought, that is to say a relevant predicate, which «places» are filled with signs, and the mental (mind) process (the process of thinking) shown, displayed in the Propositions is that which psychologists call our inner speech. Thus, the Predicate or Predicate code (sign or symbol) may be regarded as a central, main, basic component of the English Proposition as the basic code recreating our thoughts in the form of the Predicate expressing Predicativity, which is the key concept of reconstructing the human's thoughts by the variety of the appropriate codes.

In the English-language discourse any Predicate as the code is expressed by the Main Verb first and foremost. The Verb is a word or phrase that tells what someone or something is, does, or experiences. There are two types of verbs: Main Verbs and Auxiliary Verbs.

According to linguistic deductions the most generalized picture of all the Predicate Main Verbs may be represented and reduced to two basic general lexical meanings: Action and State. In fact these generalized meanings: Action and State are presented or expressed by three generalized, basic, key Main verbs: TO DO/TO BE/TO HAVE that may be considered to be the basis of all the existing Real English Predicate Main Verbs first and foremost constituting three basic generalized Predicate Patterns: «TO DO» Predicate Pattern/ «TO BE» Predicate Pattern/ «TO HAVE» Predicate Pattern.

A human can never think a thought, which wouldn't have Predicate and its referring element – Subject. Thus, the fact of the availability of mental predicativity (a propositional structure) is irrefutable as «somebody's Action/State» or «Action/State of something». The concept «Action/State» goes back to the generalized, «latent» or «atomic» Predicate Main Verbs, which point out either the presence of connection («copula»), or the most generalized and abstract type of connection, which isn't in need of its being concretized. The «atomic» Predicate Main Verbs don't call the concrete type of connection as the real verbs do that. The predicates of such type as «TO BE»/«TO DO»/«TO HAVE» can be regarded as «atomic» Predicate Main Verbs [1, p. 119].

The generalized meanings (Action/State) of the mentioned «atomic» main predicate verbs are as follows: 1. «TO DO» means Action: to speak, to know, to dance, to build, etc; 2. «TO BE» means State/Action (people`s behavior or activity): to be young, to be polite, to be a dentist, to be happy, to be careful etc.; 3. «TO HAVE» possesses or takes in two meanings: a) Action: to have a talk, to have dinner, to have a baby, etc.; b) State: to have a sister, to have a car, to have a cold, to have time, etc.

The meaning Action of the verb «TO HAVE» is expressed by the strict Complementation structures (V+C); the meaning State of this verb includes the definite following meanings: ownership or possession; illness/disease/sickness; family relationships.

These verbs constitute the essence of most predicate structures in the English-language discourse.

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ФОРМУВАННЯ ПЕДАГОГІЧНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ ВИКЛАДАЧІВ

Однією з найбільш актуальних проблем становлення майбутнього педагога сьогодні є формування його педагогічної компетентності оскільки вчитель повинен опанувати новітніми практиками, технологіями, методиками, формами, методами професійної діяльності на засадах інноваційних освітніх підходів з урахуванням потреб держави та глобалізованого світу. Нова місія педагога розглядається в контексті європейського професіоналізму із збереженням кращих ментальних українських характеристик, європейського виміру педагогічних якостей [1]. Суспільству потрібні висококваліфіковані, конкурентоспроможні фахівці, яким притаманна професійна компетентність у своїй сфері, сформованість готовності до виконання професійної діяльності, саморозвиток, бажання самореалізації в сучасних умовах [3]. А головна ідея підвищення кваліфікації педагогічних працівників початкової школи полягає у високоякісному формуванні їх професійно-педагогічної компетентності, що і є важливою передумовою для досягнення досконалості в подальшій педагогічній діяльності.

Основою будь-якої педагогічної спеціальності є володіння студентами знаннями і вміннями в педагогіці, тобто навчанні та вихованні.