

Conclusions. As a result of the analysis, we characterized the concepts of "children's folklore", "small folklore genres" and identified their characteristics; gave a description of the concept of tongue twister as one of the types of small folk genre; classified tongue twister; investigated the educational significance of tongue twisters in children's literature.

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THE NOTION OF THE ADJECTIVE AND ITS SYNTACTIC FUNCTION

Introduction. We have chosen this theme because the adjective is one of the most important parts of speech in English language. Despite the complexity of the phenomenon of the adjective, many grammarians like Kaushanska V., Horot E., Dlogina E., Krylova I., Hordon E., etc., have made significant progress investigating the definition of the adjective and the usage of it. The present research is aimed at investigating the syntactic function of the adjective in the English language and its usage in the sentences.

The objective of our investigation is the substantiation of syntactic functions of the adjective in the English language by means of demonstrating the specifics of its usage.

The adjective is one of the most important components of a sentence in the English language. Being the third major class of words in English, after nouns and verbs, adjectives are still studied by many grammarians. Having compared the information concerning the adjective given in different grammar books, we have noticed that grammarians tend to give similar definitions for the adjective. We will give the definition of Kaushanska V., which we think suits the most: “The adjective is a word expressing a quality of a substance” [4, p. 60]. It means that adjectives presuppose relation to some noun the property of whose referent it denotes, such as its material, colour, position, state, and other characteristics both permanent and temporary. The English adjective has lost in the course of history all its forms of grammatical agreement with the noun. As a result, the only paradigmatic forms of the adjective are those of degrees of comparison.

In general, all the sources we have worked on show that syntactically the adjective may function in the sentence both as attribute and predicative. Since the function of predicative can be performed by other parts of speech like noun, pronoun, numeral, the attributive function is considered to be more specific [1; 2; 3; 4; 6].

Attributive adjectives can be intensifying or restrictive. Intensifying adjectives, in turn, constitute two groups: emphasizees and amplifiers [5, 7].

Emphasizers have a heightening effect on the noun (*clear, outright, pure, real, true, definite, plain, sheer*). For example, *I used to think that superman was a real hero*. Amplifiers scale upwards from an assumed norm, denoting a high point on the scale (*complete, great, absolute, perfect, extreme, total, entire, utter*). For instance, *Everyone in the team knew it was a complete victory*.

Restrictive adjectives particularize the reference of the noun (*exact, certain, specific, particular, principal*). For example, *You have to have experience for this particular job*. Some of them have homonyms *a certain person – a certain winner*. In the first example adjective *certain* used as a limiter “a particular person” and in the second example it is used as an intensifier, meaning “a sure winner”.

Usually adjectives perform the function of an attribute when they pre-modify nouns. Adjectives that immediately precede the noun called closely attached. When two or more adjectives are used in front of a noun, describing the same noun equally, they can be connected by a comma or by “and”. Such adjectives called coordinate. A good example can be such a sentence *My sister likes writing long and romantic letters*.

We don't need to separate cumulative adjectives with commas. They also should be placed in correct order (opinion-size-shape-age-colour-origin-material-purpose). For example, *She bought a nice round wooden kitchen table yesterday*.

However, sometimes attributive adjectives can also be put after nouns which give them additional emphasis. Such attributes called loose or detached. A detached attribute is separated from its head-word by a comma. In this case the adjective forms a sense-group separate from the head-word and the other parts of the sentence [5; 6].

e.g. *After the quarrel she cast a glance, sharp and suspicious, at her husband.*

My brother, tired, wave at me and right away fell on the couch.

Some adjectives ending with *-ible* and *-able* such as *available, imaginable, suitable, possible* may be used immediately after noun. For example, *I think it was the only answer possible*.

There are some adjectives in postposition that are the integral parts fixed phrases (*heir apparent, poet laureate, court martial, etc.*).

The second function of the adjective in the sentence is that of a predicative. When used predicatively, adjectives are combined with link-verbs *be, feel, get, grow, look, seem, smell, taste, turn, etc.*, therefore forming a part of a compound nominal or double predicate [3]. For example, *This book seems interesting*.

We can see that predicative adjectives can also be modified by adverbials of degree, manner, and consequence or by clauses, forming long phrases: *She looked very tired. They are not as kind as you think*.

As a rule, constructions with predicative and attributive use of the adjectives can be easily transformed into each other. Though, some adjectives can only be used as predicative, like those beginning with *a-* (e.g. *afraid, asleep, along, alive, awake, ashamed, etc.*). In the attributive position we use other words or phrases to express the same idea.

Adjectives *content, sorry, well* and *ill* are also mostly used in the predicative position. For instance, *I feel sorry for him, because he is ill*.

The same way, some adjectives can be used only as attributes. Examples of such adjectives are *elder, eldest, live, old, little, mere, and sheer*.

Some scholars (Krylova I., Dolgina E.) distinguish more than two syntactic functions of the adjective:

1) subjective predicative that can be complement to a subject which is a finite or non-finite clause

e.g. *Whether he will resign is uncertain.*

2) objective predicative that expresses the result of the process denoted by the verb [3; 5].

e.g. *I consider him tactful.*

He pulled his belt tight.

Adjectives may also be used parenthetically. In this case they convey the attitude of the speaker towards the contents of the sentence. Often they are pre-modified by *more* or *most*: *Most funny, he didn't even know this.*

Conclusions. Thus, in this article we examined the concept of the adjective and its functions. Having analyzed the theory we can make such conclusions that the adjective in the modern English is a word that main syntactic role is to modify a noun, giving more information about its referent. The adjective in the sentence can pre-modify and post-modify the noun and according to that have different functions: an attribute, a predicative, a subject or object predicative. Attributive adjectives constitute two groups: intensifying and restrictive adjectives.

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ВИКОРИСТАННЯ ІНТЕРАКТИВНИХ МЕТОДІВ У ПРОЦЕСІ ВИХОВАННЯ ПОЛІКУЛЬТУРНОЇ ОСОБИСТОСТІ УЧНЯ НА УРОКАХ АНГЛІЙСЬКОЇ МОВИ

Побудова демократичної України неможлива без створення людини нової генерації, яка поважає мову та культуру не тільки своєї, але й іншої країни. Учитель мотивує учня на вивчення іноземної мови, зацікавлює його під час викладання матеріалу. У процесі навчання англійської мови учень розуміє, де отримані знання він може застосувати на практиці і в подальшому житті. Головна функція сучасного вчителя це не тільки надавати інформацію, але й навчити здобувати знання самостійно. Сучасна людина – полікультурна людина, яка поважає різні мови, культуру інших народів.