

There were 47 Russian - speaking *participants*, who attended the university in Ústí nad Labem. The *outcomes* unfold interference in two directions, from Russian to Czech language and from Czech to Russian language. As it comes to conclusion of this research, it is its implementation of functional and systematic approaches.

Conclusion

Summing up the previous points, it was necessary to define some basic terms dealing with interference between languages. The article focused mainly on some tools and tests to be used due to check the quality of language being learned in connection with interference between L1 & L2 (or more languages). It was also to point out the fact that language does not exist on its own, it is a complex unit, which is mutually connected with other ones, influencing one another. Research being made in this area is also very important due to understand influences between various languages. Understanding all processes being connected with language interference helps to improve quality of education locally, as well as globally.

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THE ROLE OF INTERNAL FORM IN FORMATION OF SECONDARY NOMINATIVE UNITS (ON THE BASIS OF SCIENTIFIC WORKS OF ALEXANDER POTEBNJA)

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Abstract. *This thesis deals with the role of internal form in the formation of secondary nominative units. The authors mainly focused on the works of Alexander Potebnja. Alexander Potebnja in his works paid attention to the role of internal form as a linguopsychological base in formation of the semantic structures of simple and derivative words.*

Keywords: *internal form, secondary nomination, subjective meaning, objective meaning*

Alexander Potebnja is one of the scientists who applied and developed the notion of internal form directly into lexical system of the language, particularly, into interpretation of secondary nominative units. Therefore, he drew attention to the notion of internal form as a linguo-psychological basis in formation of semantic structure of root and derivative words. According to him, the human collects information during the observation of things and phenomena, then produces new nominative units reusing these information relying on his previous knowledge and practice. Such kind of linguo-psychological process "can be observed during the formation of a new word in using one of meaning components of a certain word as an internal form. e.g. for a derivative word *язвитель* (*be acrimonious / sarcastic*), the sign "pain" in the basis of the word *язва* (*ulcer/sore*) serves as an internal form"[1].

On the basis of these ideas Alexander Potebnja differs subjective and objective meaning in the semantic structure of a word. As he wrote "**the subjective meaning**" is a kind of meaning that the word

does not denote the same meaning in usage of two people. But in "**the objective meaning**" of word people are able to understand each other. He named the objective meaning as a "**close meaning**", and it is characterized by being understandable for both speaker and listener. The subjective meaning is a "further meaning" of a word, that appears to be thoughts of a person on a certain thing and on its private characteristics, attributes [2].

Even though new nominative units are formed relying on an objective meaningful basis and a social analogical tendency, but the beginning of this process starts from subjective initiative. By this reason newly formed nominative units are notable for their unusual internal form at the beginning. The nominative units formed by individual initiative, after some time by "becoming idiomatized, getting consolidated by the content", go through the process of "becoming linguistic and be ready in use by members of society" [3]. Only those units which passed through the checkout successfully will make an association with the units of the same type, by taking a place from the lexicon of society, they will gain a social value and enters into the stock of vocabulary.

It should be noted that, after appearance of the objective meaning in the semantic structure of nominative units, internal form is observed to become passive, in some cases even it disappears. That's why, in the sources, two types of internal form is differentiated: "vivid" and "deleted/ erased". For example, in the nominative units: *blue-bell*, *snowdrop* the internal form is "vivid". Because, the reader can easily understand the meaning of the basic word. What about the "deleted/erased" type, this type is observed, generally, in the root words, and they can be observed only by etymological researches [4].

According to Alexander Potebnja, in formation of internal form the human observes the objective reality (the object), then finds out its main signs (the internal form) and thereupon the emotive image of the thing is formed. The emotive image forms an imagination. The imagination relies upon the formation of new imagination on basis of the previous practice, that is, **apperception**, on the last stage, internal review and the notion — the complex of that review will be formed [5].

So, the internal form appears on the beginning phase of thinking, that is on the basis of semantic signs which are found out in the process of observing the object. On the next stages of linguo-cognitive process the internal form makes the emotive image that is the imagination and the notion peculiar to the object. On each stage of this process an apperceptive regularity works based upon making new knowledge on the basis of previously learned one. And each stage of linguo-psychological process is conducted by means of a word. Alexander Potebnja says that thinking is a kind of process which happens via word. Through the usage of the words human collects? Classifies, systematizes his knowledge about objective reality [5; 80p].

Any word that has possibility of naming is valued by the internal form. Generally speaking, internal form itself serves as a means of making relationship between language and objective reality. Internal form appears on the basis of not any kind of signs of the thing, but on the basis of that feature which has a considerable importance than the others. For example, the Russian word "стол" - *a table* has several signs as an object, but the only sign "стлать" - *spread/lay* can serve as the internal form of this word [1]. The nominative units are formed through a complicated psycho-linguistic process, gaining an objective meaning, they themselves become **apperceptive basis** and serve as a reserve to make another internal form and continue the nominative action.

The apperceptive action of a human being is not limited by inner chances of making new words in the language. While naming an unknown object, the human satisfies his nominative need by comparing and finding out the relationship between things he knows and the things he does not know. Alexander Potebnja paid an especial attention to this type of linguo-cognitive action. According to him, the human's act of knowing is not limited by observing the object directly, also it happens on the basis of comparative thinking. That is why, Alexander Potebnja describes the internal form as **a sign of meaning** which appears on the basis of comparison between objects in the reality and internal comparison of emotive images of certain thing's influence [6].

The scientist suggests apperceptive act as being not only a means of realizing the internal form in the process of word building, but also in the process of making new meaning which serves as a means of connecting the knowledge and the practice. The internal form appears in such way that demands the image of images and as a result of it the semantic nomination results. As Alexander Potebnja wrote "during the nominative act, the most elementary knowledge gained by the human can be served as the basic form of new knowledge". For example, a kid who has not got a life practice but who can make a comparative analysis is shown a round, white lampshade and is asked "What is it?". The kid, having seen it many times, did not pay attention to it properly appears not to know the real name. Our aim is to direct kid's attention to connect his impression about the lampshade with his own previous, trimmed impressions that have already become a knowledge. The kid's answer is "A

watermelon". In this case, there happens an act of learning by naming on kid's brain. In other words, there happened the act of thinking about a strange, unnamed object. The kid, having information on similar subjects has opportunity to compare them with the images that have already had names, is able to compare their characteristics. In the naming process of the lampshade as a watermelon, the kid chooses the only sign of sphericity [6].

We cannot say that the internal form is equal to the lexical meaning. Because, there is a difference between subjective and objective character of the internal form, which appears on the basis of certain semantic sign of the thing and the lexical meaning. Alexander Potebnja admitted that the objective meaning is a "close meaning" of the word, and this meaning is characterized to have folk-origin, that is being understandable for both the listener and the speaker. The subjective meaning, being a "further meaning" of the word, is appeared by every single person's own consideration, as result of individual attitude, interpret of quantity, quality of the signs of that object [2].

Indeed, subjectivity is the cause of newly made nominative units having strange characteristic. But after some time, the idiomatized nominative units become a ready unit for use in society.

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КОНЦЕПТ ӘКЕ/ОТЕЦ/ PÈRE В КАЗАХСКОМ, РУССКОМ, ФРАНЦУЗСКОМ ЯЗЫКАХ

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Abstract. *The subject of the scientific research is the semantic system of concepts әке/отец/père in the Kazakh, Russian, French languages. The topic of scientific research is the manifestation of the concept әке/otets/père in the Kazakh, Russian, French languages. The goal of the research is the definition of the structure in different conceptual systems of concepts әке/otets/père by means of contrastive study of universal human and individual-national peculiarities of human nature. The research methods are: cognitive analysis and contrastive technique.*

The result of the work is perception of the essence of concepts әке / otets /père, the importance of the role of the master of the house, his inestimable value for any person, as a house eye, as eminence in a fortress, as an indicator of high spiritual value according to the status of kinship relationship equal for all the three languages. As it became clear, such values as the head of several generations, a thoughtful master of the house, the supporter of the family, the father of the family, replenished the equivalent sets of all three languages (Kazakh, Russian, French).

The combinations expressing in the Kazakh language the attitude of the father towards the child, characterizing the father's portrait as careful, merciful, clever, find expression in Russian in the words paternalism, father's caress, grandfatherly advice, in French the same is put into words: "de père en fils, par transmission successive du père aux enfants" - all these equivalents have been revealed as a result of the research. The languages that underwent the contrastive analysis describe