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ABBREVIATION OF AMERICAN TOPONYMS

Abbreviation is a word formation process in which an original form of a word is reduced and, thus, a new, shortened word is created. R.M. Ritter comments: "Abbreviations in the strict sense are formed by omitting the end of a word or words" [4, 167].

When it comes to forming abbreviations, we can point out several types. Two most common are initialisms and acronyms. There are different opinions among scholars whether we should refer to acronyms and initialisms as abbreviations or not, as well as whether we should study them separately or as one of the forms of abbreviations. In this thesis we will study initialisms and acronyms as forms of abbreviations.

Some acronyms carry its semantic meaning and are regarded as "reverse acronyms" or "backronyms". R. Stockwell and D. Minkova comment:" the creators start with a word they want as their name, say, for example, CORE, and then they work from those four letters to find four words which represent something like the idea they want to be" [5, 9]. N. Zerkina mentions: "Abbreviations represent not only a linguistic interest, but also a historical interest, as some abbreviations keep archaic elements conveying features of past epochs" [6, 139]. She provides an example of a reverse acronym *GOLF* (Gentlemen Only Ladies Forbidden), where she comments: "it reflects a prohibition on participation of women in golf; now both woman and men play golf".

R. Lieber notes that initialisms are words that "are composed from the first letters of a phrase" and "are pronounced as a series of letters" [2, 15], when according to I. Plag, "initialisms can be pronounced […] by naming each individual letter" [3, 127] as in *USA* which stands for *United States of America*, or *FBI* which stands for *Federal Bureau of Investigation*. We can notice that in both examples we will most likely pronounce each letter separately when using those abbreviations in speech. That is how we can notice how initialisms differ from another type of abbreviations – acronyms. Acronyms, are similar to initialisms, yet, they differ is some places. Bauer's (2003) definition of an acronym is that an acronym is "a pronounceable word coined from the initial letters of the words in name, title or phrase", where by "pronounceable" he means that we can pronounce it as a regular word, when in abbreviations in contrast to acronyms "the name of each letter is pronounced in turn" [1, 37]. Thus, we can notice that initialisms and acronyms differ from the phonological point of view. To provide more examples, words such as *USA* [juːesˈeɪ], *BC* [ˌbiːˈsiː], *DIY* [ˌdiːaɪˈwaɪ] will be considered abbreviations, when *AIDS* [eɪdz], *NATO* [ˈneɪ ˌtoʊ], *RADAR* [ˈreɪdaːr] will be regarded as acronyms. One of the most common word formation processes in which nominatives are reduced in English are abbreviations. Similarly, abbreviations are one of the most common types of the reduced toponyms. As to the abbreviations of American toponyms, we can notice that American states are amongst most common toponyms to be reduced as abbreviations. We can notice different types of states abbreviations. One of the most common is postal abbreviations. Originally introduced by the United States Postal Service, states abbreviations were used as ZIP (postal) codes, however, their usage has become more diverse in time, when they started being used in the airports, on the maps, articles, pamphlets, when others were adapted to more informal register.

United States Postal Service abbreviations or so-called "postal abbreviations" create two-letter state abbreviations that denote the state names. With an exception of *Nebraska* that was changed from *NB* to *NE* later, such two-letter abbreviations have been considered as successful. Later, The Associated Press Stylebook introduced slightly different states abbreviations, namely, where the letters of abbreviations were separated with dots. For example: *N.D.* for *North Dakota*, *N.J.* for *New Jersey* or *R.I.* for *Rhode Island*. We will discuss the usage of The Associated Press Stylebook in a more detailed way in further chapters on the example of clippings.

Beside states abbreviations, there are other abbreviations of toponyms. In some of them the compounds have been shortened to abbreviations: one letter was left from the head and one from the modifier. Thus, *Kansas City* becomes *KC, Grand Rapids – GR* and *New Orleans – NO*. Some of those abbreviated toponyms are comparatively uncommon, as they occur only in a limited number or they are not always being abbreviated. At the same time, there are some abbreviations that have been used in various types of discourses, those that we can meet often, for example, the abbreviation *L.A.* or *LA* which stands for *Los Angeles* that has been used in quite versatile ways recently, including colloquial register, thus, reserving a clear role of a lexical unit. Most abbreviated toponyms form two-letter abbreviations, however, three-letter abbreviations also exist. We can notice some abbreviations with punctuation marks, for example, with dots, as in *L.A.* which stands for *Los Angeles*, *K.C.* which stands for *Kansas City* or *A. C.* which stands for *Atlantic City*, etc. Besides, we can notice that those abbreviations mentioned above can also be used without dots, for example, *LA* for *Los Angeles*, *KC* for *Kansas City* or *AC* for *Atlantic City*.

Abbreviated toponyms can be used in both formal and informal types of discourses. We can note some abbreviations that are used in formal types of discourses, for example, state abbreviations which are used as postal codes. At the same time, we can find such abbreviations as KC which stands for Kansas City, NYC which stands for New York City or AC which stands for Atlantic City in informal types of discourse.

Other examples of nominative reduced abbreviations of American compound toponyms are: Grand Rapids – *GR*; East Lansing – *EL*; Kansas City – *KC*; New Orleans – *NO*; New York City – *NYC, N.Y.C*; New York – *NY*; Orange County – *OC*; Los Angeles – *LA, L.A.*; San Francisco – *SF*; San Antonio – *SA*; Cedar Rapids – *CR*; San Diego – *SD*; Iowa City – *IC*; Port St. Lucie – *PSL*; San Luis Obispo – *SLO*; Kansas City – *KC, K.C.*; Atlantic City – *AC, A.C.*; Long Beach Island – *LBI; CNY* – Central New York; *OC* – Oklahoma City; *VB* – Virginia Beach; *NO* – New Orleans; *SLC* – Salt Lake City; Pacific Beach – *PB*; West Valley City – *WVC*; Ann Arbor – *AA*; Baton Rouge – *BR; Johnson City – JC*; Orange County – *OC*; Harbor City – *HC;* Desert Hot Springs – *DHS;* Laguna Beach – *LB;* Valley Center – *VL;* South Sioux City – *SSC*.

Besides the reduction of compounds, where both head and modifier are reduced to one letter, we can note another type of abbreviated toponyms, which is the reduction of toponyms where some particular letters are being deleted from the toponym, while other are left. As it can be notice in the example below such shortenings can be both capitalized or not, as well as sometimes only one letter is capitalized, while other remain lowercase. Such shortenings can be limited to the reduction of all vowels in the original name, as in *Minneapolis – MPLS* or *Milwaukee – MLK, Rainbow – RNBW*, at the same time, other toponyms are formed with both reduction of vowels and consonants. For example: Milwaukee – *MLK, Mlk*; Minneapolis – *MPLS, Mpls*; Pittsburgh – *PGH*; St. Louis –*STL*; Phoenix – *PHX*; Dubuque – *DBQ*; Green Bay – *GRB*; Compton – *CMP*; Kansas City – *KCK*; Providence – *PVD*; Outer Banks – *OBX*; *WLO*-Waterloo; Decorah – *DCO*; Wichita – *ICT*; Austin – *ATX*; Oklahoma City – *OKC*; Albuquerque – *ABQ*; Dayton – *The DYT;* Texarkana – *TK*; Tallahassee – *TL*; Phoenix – *PHX*; Springfield – *SPFD;* Rainbow – *RNBW*; Hesperia – *HSP*; Rosemead – *RSMD*; Bakersfield – *BKSF*; Little Rock – *LTLR*; Wilderville – *WDVL*; Palm Springs – *PSPR*.

It can also noticed that in such examples as *Kansas City – KCK* or *Austin – ATX* an additional letter is added to the abbreviation. It is presumed that such additions were made to precise which state those city names belong to: *Kansas City* to *Kansas State* and *Austin* to *Texas State*.

To conclude, nominative reduced American toponyms have a productive role in the English word formation. Having studied the data, we come to the conclusion that among the most productive models in forming shortened American toponyms are abbreviations – two-letter abbreviations of compounds and three or more letter abbreviations of compounds and polysyllabic lexical units.

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ВПРОВАДЖЕННЯ ВІДЕОКОНТЕНТУ ДЛЯ ФОРМУВАННЯ МОВЛЕННЄВОЇ КОМПЕТЕНТНОСТІ УЧНІВ СТАРШОЇ ШКОЛИ

Одним із прогресивних методів навчання с відеоконтент. З його допомогою учитель може побудувати активне заняття, на якому учні швидше вловлять новий матеріал та зможуть використати його практично. Крім того, відео контент має досить розгалужену сферу використання.

При роботі з будь-яким відео матеріалом (відео текстом) в методиці навчання іноземних мов прийнято виділяти три основних етапи: дотекстовий етап (div-viewing), текстовий етап (while viewing), післятекстовий етап ((post) after-viewing) [1].

До текстовий етап. Мета еmany: мотивувати учнів, налаштувати їх на виконання завдання, зробивши активними учасниками процесу навчання; зняти можливі труднощі сприймання тексту учнями і підготувати їх до успішного виконання завдання.

Текстовий етап. Мета даного етапу: забезпечити подальший розвиток мовної, мовленнєвої чи соціокультурної компетенцій учнів з урахуванням їх реальних можливостей іншомовного спілкування. Тому типи завдань тут будуть наступними:

• Завдання на пошук мовної інформації. Даний тип вправ і завдань орієнтований на пошук, виокремлення, фіксування, трансформацію певного мовного матеріалу: лексики, граматики, фонетики.

• Завдання на розвиток рецептивних умінь (на рівні виділення змістової та смислової інформації).

• Завдання, спрямовані на розвиток навичок говоріння.

Після текстовий етап. Мета етапу: Використовувати початковий текст в якості основи і опори для розвитку продуктивних умінь в усній або письмовій мові. Обидва попередніх етапи є обов'язковими як в умовах використання відео тексту як засіб розвитку комплексних комунікативних навичок, так і як засіб контролю рецептивних навичок (аудіювання). Даний же етап може бути відсутнім, якщо відео текст використовується тільки для розвитку та контролю рецептивних умінь.

На даному етапі можна використовувати:

– проектну роботу, пов'язану з підготовкою аналогічних відео сюжетів самостійно (проведення відео екскурсій по місту, школи, відвідування шкільного концерту, розповідь про свою сім'ю);

– рольові ігри, в основу яких покладено сюжет або ситуації відеофільму. При цьому їх можна частково видозмінювати [2].

Відео контент має досить розгалужену сферу використання. Відео контент є частиною усіх технічних засобів навчання, які в свою чергу мають свою класифікацію та функції. До основних функцій технічних засобів навчання відносять: аналітична, пізнавальна, комунікативна, психологічна та акумулююча. Усі ці функції притаманні і відео контенту.