діалектів британської англійської мови. Ми проаналізували 6 діалектів та виявили, що всі вони відрізняються від орфоепічної норми певними фонологічними особливостями. Найбільш віддаленими від літературної мови вважаються східно-англійський і західно-англійський діалекти.

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HOW TO BUILD A LESSON AROUND A MOVIE: USING MOVIES IN TEACHING ENGLISH IN THE SECONDARY SCHOOL

Nowadays, English is the simplest adaptation of a very old language and yet it is still difficult to teach this language effectively, especially to those who speak English as a second or even third language. Teaching only the rules is found to be boring by most students and it is because of this that they lose interest in learning the language.

Method of learning English through the watching movies can help teachers take into consideration students demands for watching real movie stories together with reading books, magazines and newspapers. Because, as it is known not only printed materials can serve as a great source of teaching but also songs and movies play a key role in learning foreign languages.

Movies can be a tool in a multimodal teaching context, but they are also a medium of entertainment. According to Petra Magnusson, written texts are presumed to be more valuable for learning a language than the multimodal text of movies. Yet, Jessica Sturm claims that movies can provide a context where second language learners experience the target language differently than the classic textbook. Bateman and Schmidt state that movies are more comprehensible than written texts because it guides the viewer in a multimodal way [1].

When we use movies in an educational context, the teacher has to prepare thoroughly before using movies in the classroom to make the learning process as successful as possible. Pandey argues that the teacher should consider not showing movies that involve foul language, nudity, and violence since this could result in students choosing not to participate in the discussions afterward. With this in mind, the movie has to be relevant thematically and be able to work as a source of knowledge, which can make the process of choosing an appropriate movie both time-consuming and exhausting. Here we can see some examples of movies that can be used when teaching English. Three examples are: Forrest Gump, The Lion King and, The Pursuit of Happiness since they display relevant themes such as kindness, life and death, and the definition of happiness that the students can relate to and reflect upon.

In the XXI century there are lots of different ways of using and exploiting movies in the classroom: from simply pre-teaching any relevant vocabulary, watching a clip and then having a follow-up discussion – to using prepared worksheets for consolidating grammar structures or lexis.

On this basics we can divide students into small group and work on different types of exercises such as explaining the main plot of the fragment to your group, work on vocabulary list, acting some parts of the movie as a dialogue and so on. Also we don't forget about absorbing this information at home – our hometask. We can propose to students a list of movies and get them to choose a one, watch a trailer or the full version of the movie and write a review, prepare a presentation or mind map, write down 5 new expressions they heard (and then find out what they mean) etc.

In conclusion, this research has given us some insights into the benefits and challenges in using movies in teaching English in secondary schools. The findings demonstrate that there are extensive benefits with the use of movies as an educational tool in a multimodal teaching approach, but also that there are significant challenges. The most visible benefits are learners` motivation, target language input, and knowledge construction. But we must about challenges too. Crucial challenges in using movies in English teaching are: time management, creating meaningful tasks for language development, and selecting appropriate movies for the target group. These challenges force teachers to reflect on different teaching methods, theories on teaching and learning, and be aware of the different cultural aspects of the target language.

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ETYMOLOGICAL AND LEXICOGRAPHIC ANALYSIS OF CONCEPT *HAPPINESS* IN THE ENGLISH LANGUAGE

In lexicology, the concept is considered as a structural unit that is reflected in the language of the whole set of knowledge of people about the world or about a particular object, the phenomenon of reality. In the study, the term "concept" means: mental national-specific education, the content of which is the whole set of knowledge about the object, and linguistic expression occurs in the set of lexical, paremic, phraseological units that name and describe the object [1].

The concept of HAPPINESS is a multidimensional integrative mental education that includes intellectual and emotional evaluation in the form of joy or satisfaction. The concept of HAPPINESS in the English-language picture of the world is widely used and is represented by a large number of lexical and phraseological units. When researching any concept, it is very important to pay attention to cognitive linguistics, because the assimilation of any new information about the world is carried out by each individual on the basis of the knowledge he possesses. The information system created in this way is constructed by him as a conceptual system of certain human ideas about the world [2].

In recent decades, the term "concept" has become increasingly common in works on the theory of linguistics. He has a rich biography. In the philology of the XX century. a new direction emerged – "conceptual and culturological". It is a broad view of the word, which is studied and researched "at the junction of a number of humanities fields of knowledge – linguistics, literary studies, logic, philosophy, art history and cultural studies" [5].