DIFFICULTIES WHILE LEARNING AND INTERPRETING THE CZECH LANGUAGE

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Nowadays it is vital to learn new languages. The overwhelming majority of people in the world learn English, German, Spanish; the situation in our country is similar, but there is an increasing number of people who learn Polish or Czech.

This article deals with some difficulties in learning and interpreting the Chech language because a lot of Ukrainians study in the Czech Republic.

Firstly, the "false friends" is the main problem of all interpreters and translators. As a linguistic phenomenon the topic of "false friends" is old as languages themselves but the term "false friend" was found in the 20th century. It was suggested by Koessler and Derocquingy in their seminal work on the topic (1928). Nowadays the term "false friends" has become a technical one and it is widely used in linguistic and translation studies.

In accordance with the Cambridge Dictionary "the false friend" is defined as a word that is often confused with a word in another language with a different meaning because the two words look or sound similar.

Moreover, "False friends" can be categorized into sundry subgroups according to their dissimilarities of attributes. These are morphological "false friends", orthographical "false friends", phonological "false friends" and syntactical "false friends" There is one more subgroup of "false friends" as well, containing Czech words seemingly similar to Ukrainian ones but in fact not having an appropriate counterpart. They are called zero-equivalent "false friends".

Fortunately Czech and Ukrainian are Slavic languages thus they have quite a few similar and intuitive words. For example "mydlo" means "мило" (soap) or "letadlo" "літак" (plane). It should be noted that not all of them have a similar meaning.

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Secondly, it should be noted, that the Czech language was affected by German. This impact can be seen in the example of Quantitative Numerals (Základní číslovky). However, they are in consonance with Ukrainian numerals, for example, (CZ) dva – (UK) два, (CZ) padesát – (UK) п'ятдесят. (CZ) dvacet tři – (UK) двадцять три. There are two types to spell and pronounce Czech

Numerals: direct order (as in other Slavic languages) and indirect order (as in German); both are used equally often.

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Table 1.

Chezh word	Translation into Ukrainian	Comments
Vrah	Вбивця	Ukrainian "ворог" = Czech "soupeř"
Chudý	Бідний	Ukrainian "худий" = Czech "hubený"
Horky	Гарячий	Ukrainian "гіркий" = Czech "hořký"
Sukně	Спідниця	Ukrainian "сукня" = Czech "šaty"
Květen	Травень	Ukrainian "квітень" = Czech "duben"
Holka	Дівчина	Ukrainian "голка" = Czech "jehla"
Ovece	Фрукти	Ukrainian "овочі" = Czech "zelenina"
Voнět	Пахнути	Ukrainian "воняти" = Czech "páchnout"

The numbers from 21 to 99 are written in direct order separately if the opposite is the case together:

24. (CZ) dvacet čtyři – (UK) двадцять чотири; (CZ) čtyřiadvacet – (DE) vierundzwanzig;

35. (CZ) třicet pět – (UK) тридцять п'ять; (CZ) pětatřicet – (DE) fünfunddreizig;

87. (CZ) osmdesát sedm – (UK) вісімдесят сім; (CZ) sedmaosmdesát – (DE) siebenundachzig.

Three-digit numerals in Czech are formed again in two ways:

195. (CZ) sto devadesát pět – (UK) сто п'ятдесят п'ять; (CZ) sto pětadevadesát – (DE) einhundertfünfundneunzig;

273. (CZ) dvě stě sedmdesát tři – (UK) двісті сімдесят три; (CZ) dvě stě třiasedmdesát – (DE) zweihundertdreiundsiebzig;

666. (CZ) šest set šedesát šest – (UK) сто п'ятдесят п'ять; (CZ) šest set šestašedesát – (DE) sechshundertsechsundsechzig.

While translating or learning Czech such difficulties can mislead us. Unfortunately, there is no universal way to avoid confusion and to be sure of the correctness and appropriateness of the word you have chosen. As well, you should remember any language is a system, which is still developing. New words can appear; other languages can affect the lexical or semantic system, so we should deals with language with caution.

References:

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EXPRESSIVE READING IN TEFL PRACTICE

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Graduates of pedagogical universities are future foreign language teachers and the ability to expressively speak and read aloud is professionally significant for them. The concept of "expressive speech" is multifaceted as it involves word choice and choice of syntactic construction (unusual but allowed by the norms of the literary language), composition of the text and intonational expressiveness. The sound units of the language are inseparable from its lexical-grammatical and stylistic units.

The development of intonational expressiveness is often ignored by foreign language teachers. It is believed that students themselves will gain expressiveness of speech or transfer it from their native language to the foreign one. This assumption is not valid. The main components of intonation (melody, sentence stress, tempo, voice timbre, pauses) are different in different languages; their variability and combinatorial nature are specific to each language. Therefore, the transfer of intonation skills from a native language to a foreign one leads to a distortion of semantic content and expressive shades. Therefore, the intonational expressiveness of speech should be purposefully taught.

One of the most effective tools in mastering the intonation features of the language, to which the untrained ear of students is deaf, is expressive reading.

There are different definitions of "expressive reading". Some scholars claim that expressive reading is nothing more than reading aloud with correct pronunciation and logical intonation [3, 80].Others believe that it is ability to draw an emotional response of the audience to the content of the text [1, 65].

In our opinion, expressive reading is an active process of meaningful reading in which the readers, relying on the most frequent and common intonation patterns of the language they study, transmit their individual perception and understanding of the text with the help of voice [2].

One of the most important conditions for successful learning of foreign languages is the adequacy of the materials used to develop speech skills. At the initial stage of teaching expressive reading, we suggest using excerpts from the original texts of narrative fiction, gradually making the transition to multi-genre texts of fiction. In such texts, you can always find passages that reflect the material of educational topics and are exemplary in their compositional structure and style of language.