

of communication are devoted to the works of domestic and foreign authors, in which, in particular, a general description and typological features of comic texts are given .

At the same time, the science of translation does not yet have at its disposal sufficiently complete theoretical ideas about the nature and peculiarities of the actualization of the humorous effect of the texts of English-language ironic detectives, due to their communicative and pragmatic potential and the field of use, which can influence the translation process. Hence the relevance of the study of the peculiarities of the reproduction of humor in the translation of English-language ironic detective stories. The topicality of the topic is also determined by the fact that in our country, at the moment, professional translation of works of this type of detective genre is in the process of formation.

Since the purpose of our work is to consider the elements of humor in the translation of a literary work, namely ironic detective stories, then, in our opinion, it is worth dwelling on the features and possibilities of this type of translation. If we take translation in its most general definition, it is the process of transferring a text of a certain content from one language to another; however, in relation to artistic translation, this wording is clearly insufficient. First, there is a fundamental difference between pragmatic and artistic translation, which, according to the German translation expert K. Rice, is expressed as follows: "In pragmatic texts, language is primarily a means of communication and a means of transmitting information, while in artistic texts prose or poetry, in addition, it serves as a means of artistic embodiment and a carrier of the aesthetic significance of the work".

It is natural that, as a creative act of language, artistic translation cannot be reduced to a single maximally formalized concept, and each translator, in turn, defines the essence of artistic translation in his own way, emphasizing the most important aspects of this process. Thus, according to L. Mkrtchyan [50, p. 177], artistic translation is the transformation of the original into another language interested in the original, it is the creation of a new unity of content and form on the basis of the language of interest." By language, the author understands the literature and culture of another people.

## **FLIPPED CLASSROOM METHOD IN TEACHING ENGLISH FOR STUDENTS OF PHILOLOGICAL DEPARTMENT**

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The traditional classroom model of teaching has long been the standard in education. However, with advances in technology, alternative methods of teaching are now being adopted by educators around the world. One such method is the Flipped Classroom. The Flipped Classroom is a teaching method that involves

students completing assignments and watching lectures outside of class, freeing up class time for more interactive activities. This paper will explore the Flipped Classroom method in teaching English to students of a philological department.

The Flipped Classroom is a pedagogical approach in which the typical lecture and homework elements of a course are reversed. In this approach, students watch lectures or read materials before attending class, and the class time is used for hands-on, interactive activities, discussions, and problem-solving. The Flipped Classroom model allows students to take ownership of their own learning, to work at their own pace, and to engage with the material more actively.

#### Advantages of Flipped Classroom Method in Teaching English

##### Personalized Learning:

The Flipped Classroom method provides an opportunity for personalized learning, allowing students to learn at their own pace and in a way that suits their learning style. Students who struggle with particular topics can watch the lectures multiple times, and those who grasp the material quickly can move on to more advanced topics.

##### Collaborative Learning:

In the Flipped Classroom, students work collaboratively on activities, discussions, and problem-solving. This approach allows students to share ideas, ask questions, and learn from each other. Collaborative learning is beneficial for language learning because it promotes communication, which is one of the primary goals of language learning.

##### Interactive Learning:

The Flipped Classroom model allows for more interactive and engaging learning. In-class activities can be tailored to suit the learning needs and interests of the students. For example, students can participate in role-playing, language games, debates, and group discussions. This approach is beneficial for language learning because it provides opportunities for students to use the language in context and to practice their language skills in a supportiv

##### Student-Centered Learning:

The Flipped Classroom is a student-centered approach to learning, which means that the focus is on the students' needs and interests. In this model, the teacher acts as a facilitator, guiding and supporting students in their learning journey. This approach is beneficial for language learning because it allows students to take ownership of their own learning and to develop their language skills in a way that suits their learning style and interests.

##### Increased Motivation:

The Flipped Classroom method has been shown to increase student motivation and engagement in learning. Because students have a greater sense of control over their learning, they are more likely to be motivated to learn and to take an active role in their learning journey.

#### Limitations of Flipped Classroom Method in Teaching English

##### Access to Technology:

One of the major limitations of the Flipped Classroom method is the requirement for access to technology. Students who do not have access to a computer, tablet, or internet may be at a disadvantage in this approach.

Time-Consuming:

The Flipped Classroom method can be time-consuming for both teachers and students. Teachers need to prepare materials in advance, and students need to spend time watching lectures or reading materials outside of class. This approach can be challenging for students who have other commitments or who struggle with time management.

Potential for Isolation:

The Flipped Classroom method can be isolating for some students who prefer to learn in a more traditional classroom setting. Some students may feel overwhelmed by the amount of independent learning required in this approach.

Conclusion:

The Flipped Classroom method is an innovative and effective approach to teaching English to students of a philological department. This method provides opportunities for personalized, collaborative, and interactive learning,

## LINGUISTIC PURISM AS AN OBJECT OF SOCIOLINGUISTICS

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Linguistic purism is a normative direction in language policy that aims to eliminate unjustified borrowings in a certain language and replace them with neologisms or vernacular phrases. In different historical epochs, it was possible to observe purist trends in countries such as Germany, Poland, Turkey, Hungary, France, etc. Such trends were also popular in Ukrainian territories. Discussions about the need to introduce purist norms into the language continue to this day. Philologists O. Kurylo, M. Nakonechnyi, P. Selihei, Yu. Shevelov paid attention to this problem. However, in our opinion, Ukrainian and foreign sociolinguists have not yet developed a final view on this problem. This determines the *relevance* of this topic, therefore the *purpose* of our report is to clarify the concept of "linguistic purism", to provide an assessment of this phenomenon in the language, to analyze the manifestations of purism in the German language.

In the Ukrainian language, purist tendencies were most pronounced in the 1920s – early 1930s in connection with the creation of national terminology in various scientific fields in our country, when linguists replaced foreign words with Ukrainian equivalents: *географія* – *землетис*, *гербарій* – *травник*,