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## **FEATURES OF DIFFERENTIATION OF THE VALUE OF INTONATION PHRASEOLOGISMS (ACCORDING TO EXPERIMENTAL DATA)**

**Introduction.** The proposed research is devoted to the analysis of intonational phraseologisms of the Ukrainian language. Intonational phraseologism (IPh) is special phraseological units, communicative values, which are determined by the intonational feature. Phraseologisms like *What a girl! That's what I did!* can pronounce with different intonation and convey different content, different estimates of the speaker or situation in the context [1: 4]. The concept of intonational phraseology is substantiated in the works of N. D. Svetozarova, M.V. Arkhipetskaya et al. On the material of the Ukrainian language put in the study of intonationally marked phraseologised sentences H.V. Sytar [2]

**Review of recent publications.** Thoughts about the role of intonation in the process of phraseologization were expressed in the middle of the twentieth century L. I. Roisenzon, I. A. Fedosov, M. Kopylenko, Z. D. Popova and other linguists. In particular, L.I. Roisenzon, in terms of the role of intonation within phraseological units, distinguished between two groups: intonationally marked and intonationally unmarked phraseological units.

**Objectives of the paper.** Analysis of the influence of the context on the content of intonational phraseology. To achieve the goal, an experiment was conducted. Initially, from the list of IPh, given in the work of H. V. Sytar [2]. The next 9 IPh were chosen as they have different lexical-grammatical structure and are characterized by the highest frequency of use: *What is the meeting; Do the exercise; He came; Where to him; Well, how are you? Wait, I will show you; You will play; What are you talking about?; When he worked?*. Then, it was compiled the dialogues in which one and the same intonational phraseologism realized different meanings. The completed dialogues (24 in total) were filled out as a questionnaire, according to which 150 students of the Vasyl' Stus Donetsk National University were interviewed. All informants are native speakers, including 75 philologists and 75 students of other faculties, age of informants – from 17 to 23 years, 100 girls and 50 boys. The students' task was as follows: "Read the dialogues. What can bolded sentences mean? What relationship do they communicate (feelings, emotions) of the speaker?" As an example, several dialogues were read out before the questionnaire was filled out and an own answer was proposed.

**Results of the research.** Students did not operate concepts of positive and negative evaluation, but indicated a specific feeling or emotion. For example, in Dialogue №18:

- ***Will you play?** – asked Mykola. We were going to the movies.*
- *Excuse me, but I promised the team to play.*
- *Come in the evening. Good luck!*

Students identified as distinguished by IPh as surprising 48%; curiosity – 16%; unexpectedness – 11% and disappointment – 25%.

- ***You will play!***
- *Me?*
- *No rejections are accepted.*
- *Always ready!*

In this dialogue, students qualify the IPh as an order – 44%; persistence – 25%; offer – 10%; stubbornness – 9%; joy – 9%; surprise – 3%.

Individual dialogues clearly demonstrated the possibility of different interpretations of the IF. In particular, in Dialogue No. 10, there were as many as nine variants of the contents of the IF, among them: disbelief – 31%; mockery – 27%; distrust – 12%; anger – 8%; hope and irritation of 5%; doubt and confidence - by 3%:

- *The colonel got a new job. Will he do this?*
- ***Where to him!** Already a month can not fulfill the order of the general.*
- *I hope he understands the responsibility of the work and does not let us down.*

In the next dialogue, where the IPh shows a neutral meaning to him, students believe that he passes neutrality – 36%; interest – 26%; indifference – 14%; requests and expectations by 6%; politeness – 5%; disappointment – 4%; objection – 3%.

- *I'm going to the city! **Where to him?***
- *I'll ask you now, wait!*

Some students, regardless of the instruction, transmitted the content of the sentence in the form of its continuation. For example, in response to IPh “Where to him!”, An answer was received: “Waving his head, waving his hand”, on IPh “I’ll show you” – showed a fist threateningly.

**Conclusion.** The research confirms the multivariate of IPh and the impact of the context on their content. At the same time, analysis of the (sometimes contradictory) answers of informants testifies the need for further research, in particular, clarification of the specificity of the intonation of the IPh with the involvement of computer programming speech analysis.

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## **PSYCHOLINGUISTIC DIMENSIONS OF MODERN COMMERCIAL ADVERTISING: A SUGGESTIVE ASPECT**

**Introduction.** Advertising has always contributed to the development of society, as an important link between the manufacturer and the consumer. It is one of the most important levers that stimulate the process of production and product improvement. Relying on cultural and civilized criteria, it affects the development of public relations. Today, advertising is becoming one of the most common types of information and communication. It promotes certain values and affects our attitude towards ourselves and the environment.

**Objectives of the paper.** The study of advertising in modern society does not lose its relevance, and, despite a fairly significant number of works devoted to this phenomenon, continues to cause scientific interest of researchers. Linguists often pay attention to the structural and functional characteristics of advertising texts, especially the creation of texts of advertising, stylistic design of advertising texts. The language suggestion also, like a magnet, attracted and attracted many scholars, but the proper definition of the suggestive function of using certain stylistic means in advertising texts has not yet been submitted, which also determines the relevance of the analysis of the suggestive measure of modern commercial advertising. To achieve the goal during the study, the following tasks were to be addressed: to clarify the concept of advertising, the differential features of commercial advertising; describe the evolution of views on advertising: the main aspects and dimensions; define the concept of discourse: signs, main varieties and consider the advertising discourse, the main components; characterize a suggestion in advertising; to set text quantities, patterns of their perception in the advertising discourse and to investigate the visualization in the advertising discourse; analyze creolization in commercial and advertising discourse; to describe metaphorization as a method of text-build in a commercial advertising discourse. The object of the research is modern advertising texts. The