

ОБ ИЗУЧЕНИИ АНГЛИЙСКИХ СОСТАВНЫХ
 ГЛАГОЛОВ ИНОСТРАНЦАМИ

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Аннотация: В данной статье отображены различные подходы лингвистов к терминологии составных глаголов. Также показаны проблемы, с которыми сталкиваются иностранцы в процессе изучения английского языка. В результате был предложен простой способ освоения составных глаголов иностранцами.

Ключевые слова: составные глаголы, фразовые единицы, фразовые глаголы, предложные фразовые глаголы, идиомы, предлог, наречие.

In English there are many ways to define the term “composite verbs”. A composite verb in English is a verb having two or three parts. These parts consist of a base verb and a preposition or an adverb (e.g. *to make up*, *to fit in*, *to cut off*, etc.), even occasionally it can be contained by three parts, too. For example: *to get along with*, *to carry on with*, *wake up to* and so forth. Sometimes composite verbs have figurative, metaphorical meanings, like phrasal units. For example: “*to buy into*” is used in a figurative sense in the sentence – *Jack bought into the young man’s elevator pitch* - to mean - *Jack believed what the young man said in his short presentation*.

Phrasal verbs can be used in both a literal and figurative sense. Take the phrasal verb ‘pick up’ for example:

Janet picked up her daughter’s clothes from the floor.

Mary picked up some Chinese when she was there on business.

In the first case, the ‘pick up’ is used literally, in the second case ‘pick up’ is used figuratively to mean ‘learn’. Phrasal verbs can be real challenge to students [8].

Indeed, due to this figurative nature of many composite verbs some linguists consider them to be phrasal units rather than a separate category.

Year in and year out the number of composite verbs in English are increasing. For instance, until recently, the composite verb **bumps someone off** had only one meaning: an informal way of saying ‘to murder someone’. But we now see this verb being used in a new way, in examples like these:

An error message appeared and I was bumped off the Net. (There’s a problem with a virus and you get **bumped off** after a few minutes of being online).

This use of **bump off** refers to the situation where the connection between a person’s computer and the Internet is unexpectedly broken. A new sense of the phrasal verb has been born, so the dictionary entry now shows two meanings:

Bump ’off (informal) –

1. [often passive] to murder someone = Do in, Kill

Be bumped off:

He was scared of being bumped off.

Bump off sb also bump sb off:

He’s the guy who bumped off the professor.

She paid someone to bump him off.

- 2. [usually passive] if you are bumped off a computer system, you can no longer use the Internet because the connection with your computer is suddenly broken

be/get bumped off:

If you don’t have the right software installed, you may be bumped off the system.

I got bumped off my connection while I was trying to reserve a flight [9].

They are mostly used in spoken language, but one can come across them in newspaper materials, in novels and on TV programmes and news. For this reason non-native speakers needs to master them in order to understand English language speakers well.

Today the challenge for non-native speakers is to realize and use composite verbs in every day speech correctly. Most composite verbs are really very difficult to understand and translate at first encounter.

Not only the comprehension, but also the correct

placement of the second elements creates great difficulty for the learners. The main challenge is the placement of an object before or after the second element of a composite verb. For instance:

Verb + adverb way of forming composite verbs: These verbs are made up of a verb and adverbs such as **up**, **down**, **away** etc.

The object can be placed either in the middle or at the end. However, if the object is a pronoun, it must go in the middle. For example: They **brought up** their children in the countryside. ✓

They **brought** their children **up** in the countryside. ✓

They **brought** them **up** in the countryside. ✓

They **brought up** them in the countryside. X

Verb + preposition way of forming composite verbs: These verbs are made up of a verb and prepositions such as **across**, **in**, **on** etc. For these verbs, the object can only come after the last part of the verb, even if it is a pronoun. For example:

When I arrive in Australia I will have to **look for** a place to live. ✓

When I arrive in Australia I will have to **look** a place to live **for**. X

My father and I are very similar; most people think I **take after** him. ✓

My father and I are very similar; most people think I **take** him **after**. X

Verb + 2 words way of forming composite verbs: These behave the same way as the above group, and cannot have an object in the middle, the object must go after the last part of the verb. For example:

I am really **looking forward to** my holiday. ✓

I am really **looking** my holiday **forward to**. X

I am really **looking forward** my holiday **to**. X [10].

Some linguists, however, label composite verbs differently. For instance, some call them phrasal verbs, prepositional phrasal verbs, the others call them as multi-word verbs, verbs with spaces, verb adverb combinations, verb particle combinations, two-part word verbs, three-part word verbs (depending on the particles) and others. But regardless of the terminology, these verbs can be systemized with a term like composite verbs, because to the term “composite verbs” can include phrasal verbs, prepositional phrasal verbs and two-part or three-part word verbs. Additionally, some linguists divide these phrasal units into two categories, composite verbs and idioms (which have lost their original meaning completely). This former division is useful, and helps English learners to master them, as they can easily systemize them and so learn usage through their similar and various peculiarities. For example: One can systemize such kind of verbs through the base component of composite verbs:

set about	set back	set in	set out
set against	set down	set off	set to
<u>set apart</u>	set forth	set on	set up
set aside			

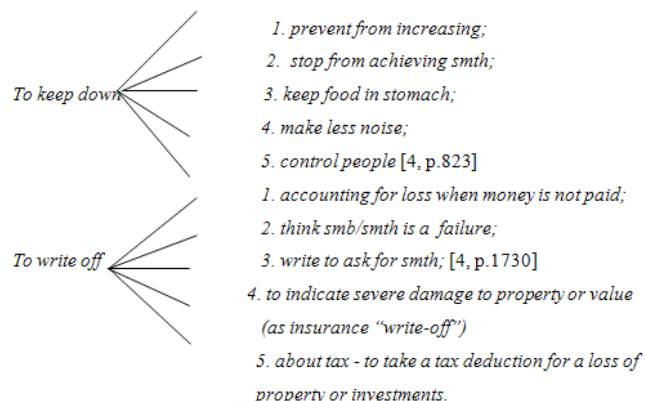
or by the similar adverbs or prepositions:

Category	Preposition	Composite Verb	Explanation Notes	Example Sentence
Increasing	up	<i>to put up</i>	to increase prices	They put up the price on that model by five dollars.
Increasing	up	<i>to bring up</i>	to raise children	They brought their children up in the countryside.
Increasing	up	<i>to blow up</i>	to make something more important than it really is	They blew that issue up until it became noticed by the media.
Increasing	up	<i>to go up</i>	used for increases in prices, profits and production	Production went up at the plant by 15 percent.
Increasing	up	<i>to grow up</i>	children getting older	My daughter has grown up so quickly!
Increasing	up	<i>to speed up</i>	used for machines increasing velocity	The car sped up and passed the slow driver.
Increasing	up	<i>to hurry up</i>	to increase the speed of doing something when someone feels late	We're going to have to hurry up if we want to finish this project on time.
Increasing	up	<i>to heat up</i>	with temperatures	It's really heated up these past few days.
Increasing	up	<i>to cheer up</i>	to become happier	He cheered up at the news of a raise.
Increasing	up	<i>to liven up</i>	to make more exciting	The party livened up when he arrived.
Increasing	up	<i>to turn up</i>	used with volume	Can you turn the sound up?
Increasing	up	<i>to speak up</i>	to increase speaking volume	You'll have to speak up if you want him to pay attention to you.
Increasing	up	<i>to build up</i>	improve health	He built his strength up over a number of months.
Increasing	up	<i>to pick up</i>	used when a general situation improves	The local economy has really picked up since the new factory was built [8].

Some composite verbs are easy to learn (such as, *to sit down, to stand up, to go away and so forth*), because they keep the meaning of a base verb. That is, the particle (a preposition or an adverb) is added to a recognizable base verb so that one can easily understand the meaning of the composite verb. In these cases, the added preposition or adverb doesn't change the root sense of the base verb. For example, this is true with the composites *to sit down, to run away, to stand up, to end up, to eat out, to come back, etc.* But most composite verbs are very difficult to understand and to learn, because they with the addition of a preposition or an adverb the base verb loses its original, literal meaning,

resulting in a figurative meaning or even several variants thereof, for example, in the cases of the composites *to give up, to put on, to knock off, to look for, to play up, to bring up, to work out, etc.*

The polysemy of these composite verbs results in further difficulty in learning these English terms. For example,



Sometimes figurative meaning of composite verbs makes for great difficulty in translation. The non-native learner can't determine whether the term is an idiom or not. For instance, the learner learns *to get on* as meaning *to get into bus, train, plain, etc.*, because he/she mainly comes across this verb in his/her text-books with the meaning as *to get into bus, train, plain, etc.* But the learner can't understand the meaning of *get on* in the following sentence without using a dictionary:

Can we please get on, because there are a lot of things still to discuss? [4, p.630].

In this sentence *get on* is used as *to continue doing something, especially with more effort or more quickly than before*. Here also polysemy of composite verbs plays a great role. As the non-native learner of English mainly learns the first (or, sometimes, a second, and a third) most common used meaning of a composite verb, they can't easily catch the less common meanings which are figurative and may bear little relation to the base verb's literal root meaning. For instance, the composite verb *to get on* has eight meanings (1. *to get into bus*; 2. *continue doing something*; 3. *be chosen for group*; 4. *appear on a programmers*; 5. *asking how well smb did smth*; 6. *be successful*; 7. *be friends with smb*; 8. *finally do smth*), but *to get into bus* is the most common used one.

The easy part of the composite verbs to learn is their structure, because they are nearly always formed as verb + preposition (or an adverb), i.e., the place of a preposition or an adverb never change the place with a verb, it is stable. Thus one can't say *off put* (*Well, his manner was very off putting. So never say never*), *away go, etc.* In addition, in some composite verbs one can use direct object and adverbial modifier either between the verb and the preposition (or adverb), or after the composite verb. For example, one can say *to ring John up* or *to ring up John*; *to run quickly away* or *to run away quickly*.

One simple way of learning composite verbs is to discover synonyms among the simple base verbs somehow related to them in meaning (e.g. *to pass on* = *to die*, *to go on* = *to continue*, *to put in for* = *apply*, etc.) and systemize the composite verbs according to their particles (a preposition or an adverb), that is, to make the list of them. For instance: the preposition "on" used together with the base verb usually express the continuation of the process: *to be on, to carry on, to keep on, to go on, to get on, to push on, etc.* All these samples have somehow continuation in meaning. So such kind of prepositions and adverbs forming composite verbs are really helpful in learning them easily [or see page 4 above].

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ON THE PROBLEM OF LEARNING ENGLISH COMPOSITE VERBS BY NON-NATIVE SPEAKERS

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Annotation: In this article, firstly, the different approaches of some linguists are highlighted to the terminology of composite verbs. Then there are spoken about the problems of the English language learners faced when they want to master the language. As a result, it is shown easy way of mastering them.

Keywords: composite verbs, phrasal units, phrasal verbs, prepositional phrasal verbs, idioms, preposition, adverb.

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ИНФОРМАЦИОННЫЕ РЕСУРСЫ В СИСТЕМЕ УПРАВЛЕНИЯ ОБРАЗОВАТЕЛЬНЫМ ПРОЦЕССОМ

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Аннотация: В статье рассматривается интеграция информационных ресурсов в систему управления образовательным процессом, которая обеспечивает повышение качества образования за счет изменения технологии поиска и использования актуальной, профессионально-значимой информации.

Ключевые слова: управление; система управления образовательным процессом; педагогическая система; информационные образовательные ресурсы.

Стратегическая цель государственной политики в области образования направлена на повышение доступности качественного образования, соответствующего требованиям инновационного развития экономики, современным потребностям общества и каждого гражданина. Для достижения поставленной цели необходимо пересмотреть существующую модель управления образовательным процессом с позиции модернизации регионального образования.

В рамках классической теории управления образовательным процессом можно выделить различные подходы к трактовке понятия «управление». М.Альберт, М.Мескон, Ф.Хедоури управление трактуют как «процесс планирования, организации, мотивации, контроля, необходимый для того, чтобы сформулировать и достичь целей организации» [1]. В.Ю. Кричевский подчеркивает, что «управление – это процесс воздействия субъекта управления на его объект; взаимодействие управляющей и управляемой подсистем; согласование общих целей, задач, действий между подчиненными и руководителями, как субъект-субъектные отношения» [2]. И.Ф.Исаев характеризует управление как «деятельность, направленную на выработку решений, организацию, контроль, регулирование объекта управления в соответствие с заданной целью, анализ и подведение итогов на основе достоверной информации» [3]. Л.И. Уманский отмечает «целенаправленный, системный характер воздействий на коллектив, основанный на сознательном использовании объективных законов общества, природы и самого управления с целью регулирования и обеспечения общественного процесса труда» [4].

Проведенный анализ показал, что большинство исследователей в трактовке управления сходятся в том, что оно направлено на достижение целей, целенаправленных воздействий на организационную систему; и

призвано обеспечить воздействие субъекта управления на его объект на основе осознанного использования информационных ресурсов и законов управления.

Применительно к образовательному процессу управление выступает как механизм воздействия на существующую педагогическую систему с позиции деятельности реализации целей образовательного учреждения. В качестве признаков данной деятельности выступают:

- функциональный состав (планирование, организация, контроль и руководство), который определяет основные категориальные признаки управленческой деятельности;
 - целевое назначение (организованность совместной деятельности участников образовательного процесса и направленность ее на достижение образовательных целей), как необходимый компонент воздействия управляющей подсистемы на управляемую;
 - наличие субъектов образовательной деятельности.
- Понимание сущности управления позволяет определить взаимодействие субъектов на основе управления образовательным процессом, что дает возможность ориентироваться на поиск:
- новых подходов к проектированию целей образовательного процесса на разных его уровнях, к построению содержания образования;
 - инновационных форм взаимодействия субъектов образовательного процесса;
 - новых видов информационных образовательных ресурсов;
 - новых средств разработки электронных образовательных ресурсов [5], необходимых для реализации новой модели образовательного процесса.

Таким образом, управление выступает как вид социальной деятельности, имеющей в качестве своей цели получение предметного результата, основанного на сво-