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THE ISSUE OF DIFFERENCES IN BRITISH AND AMERICAN ENGLISH

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In this work I want to examine the language problem, which our students face on arrival in the USA or the UK, caused by the fact of the existence of two English language options: British English and American one. Despite the mutual cross-cultural influence, it seems that the vocabulary, spelling and pronunciation of these two language options vary from year to year more and more.

Winston Churchill once said: "England and America are two countries separated by a common language." True then, true now, but perhaps we can make the gap a little bit smaller. Or, as the Brits might say, make it teeny.

In the process of learning a foreign language it's important not only to know the rules of grammar, but also such an aspect as the history of the language. Besides, it is very useful to know the origin of the most popular international language in the world. What's up to the history of the origin and development of British English, we know enough about it. And what about the American English? Let's delve into its history.

In XVII -XVIII centuries English crossed the ocean in ships with British farmers and representatives of small and middle bourgeoisie on board. If we had been able to return to the United States of that time, we would have found a lot of migrants. All of them were in a difficult situation - they needed to reclaim land, to build houses, to establish production and get used to new natural and socio-economic conditions. They simply needed a common language- to build the new land alone is impossible, it was necessary to unite, to communicate and join efforts to overcome the obstacles which life put them. English became the link between the settlers.[1]

English in those days was not uniform even within England: in speech of aristocrats, peasants and bourgeoisie one could observe strong differences. Even written English varied from writer to writer, to say nothing about the representatives of the social strata. [2]

In comparison with Englishmen settlers had other problems. They were surrounded by other flora and fauna, their history developed differently, other things became a priority. Language simply could not but absorb the realities of life of Americans and, as a result, it quickly changed.

Some expressions, which the Englishmen call "Americanisms" are in fact, originally British expressions, preserved in the colonies (for example, trash instead of rubbish, loan instead of lend and fall instead of autumn). In some ways, American English is more like the English of Shakespeare than modern British English is.

To adhere to one option and what is more important to be understood correctly, we must know that a number of words differ in meaning and pronunciation in America and Britain. This is

important not only for simple communication, but also in order to avoid embarrassing situations, like follows.

If the New Yorker tells the London woman that she has nice **pants**, he may well wonder why she doesn't seem to take his remark as a compliment. On the contrary, these words will be accepted like an insult, and the reason of this misunderstanding is that for Americans **pants** are trousers but for Britons pants are what you wear *under* your trousers.[3]

The biggest source of confusion is that British people tend to understate things, and Americans take that literally. The classic example is the response to "How are you?" A typical American response is "Great!" or "Good". If someone responds like that in the UK it will surprise and be considered arrogant. An appropriate British response is "Oh, surviving". "They haven't killed me yet". If an Englishman is offered some beer, he might say "Yes, I could drink a little", or, holding out his glass, say "You could put a drop in there." Then in America someone gives him a little, or puts a drop in there. In fact he doesn't want a little, he wants a lot. But he doesn't ask for that, because it's not polite. If a British person asks you for a drop of beer, give them a pint.

The word "merry" is used as a euphemism for being drunk in the UK. This is not the case in the US.

School often means university / college. So if someone talks about their school in the US, they're talking about the place they went after they were at school.

Washing up, in Britain, means to wash dishes. You don't wash up anything except dishes. To an American, one washes up before dinner, meaning to wash your hands. So washing up liquid is the stuff you use for washing up (i.e. washing dishes), but if you ask an American for washing up liquid, they're confused.

What follows are brief examples of the major areas of difference between the two languages.

In general, where there are differences between British English (BrE) and American English (AmE) spelling, it can be said that American English has the more economical and phonetic spelling. Unnecessary letters are left out and words are spelled how they sound. An obvious example is the omission in AmE of the letter **u** in words such as **color**, **neighbor**, **honor** etc. Compare also the AmE words **traveling**, **jewelry** and **program** with their BrE counterparts **travelling**, **jewellery** and **programme**.

In BrE the present perfect tense is used for situations in which AmE would typically use the past simple. For example using the words **just** or **already**, Britons would be more likely to say: *I've just seen him* or *I've already done it* whereas in AmE it would be common to hear *I just saw him* or *I already did it*.

Fifteen minutes after the hour is called «quarter past» in British usage and «a quarter after» or, less commonly, «a quarter past» in American usage. Fifteen minutes before the hour is usually called «quarter to» in British usage and «a quarter of», «a quarter to» or «a quarter 'til» in American usage.

"The factor that determines the degree of divergence between the two languages - is understanding, that is, how well those who speak English, understand each other," - said Lynne Murphy, Assistant Professor, Department of Linguistics, University of Sussex UK.

According to her, between British and American English there is a huge amount of difference, but in most cases they do not affect the understanding: "Moreover, the man from London can be difficult to understand the person from Glasgow than the man from Washington."

I've done a small social survey among students and teachers who visited these countries to study or work.

First, I want to analyze the responses of those who have been to the UK. Initially, all the guys feel a language barrier that may not be surprising, since it is normal for those who are not within the scope of communication clean foreign language. As one of the students said: "When all around you talk clean and fast, you begin to feel lost, because even if at your educational institution you had spoken well and had been considered one of the best students, there you realize how low your level of language is." But fear goes away with time.

What did our students notice, communicating with British? The most common answer is -

"They speak so fast that after you for the first time have reached the meaning of what was said, you think over and over all the rules, taught in school and at the university in order to answer yourself, and it takes so much time, that people begin to think that something is wrong. " Students interviewed, were in the UK for 1-2 months, which, in their opinion, is too short for a decent improvement of their English, but enough to raise their confidence and to overcome difficulties in understanding. So, from their own words, if at the beginning of the trip, they understood only 50% of the news programs, transmitted on television, by the end of the trip this number increased up to 80%. The guys, who went to England to study, were not so satisfied with their results, because they communicated more with the students from the CIS. And mostly they studied English in the classroom. But students who went there to work, even if not by profession, even in the position of simple waiters are quite happy with the results as dealing with the immediate native speakers, they replenished their stores of language knowledge.

-How did the residents of England react to such workers?-The most common answer was: "They explained to us patiently, for the hundredth time what they wanted, and they were apparently proud of the fact that someone was trying to learn their language. Very rarely came across those ones, who was rude, but in such situations, the people next to them were ready to offer help instead of them. The impression was that they were accustomed to people like us ". These guys returned to Kazakhstan content with what they have learned.

What is the situation like with those, who went to the United States?

It should be noted that in this case I've interviewed not only students, but also one of my teachers, who gave a comprehensive answer. She passed about 2 months there. First, like all, she also felt a language barrier, which broke pretty quickly, and the barrier was because of the fact that American English differs from British one, which we are taught at school and at the university. What is different? Firstly, the pronunciation. Secondly, grammar. If we learn to construct any phrase properly, grammatically correct, in America it is not paid much attention to. Is it a question, or an approval is clear only from the tone of voice. She really liked the atmosphere surrounding her, the people were kind to her, she saw the famous "American patriotism." When she returned to Kazakhstan, she was satisfied with the knowledge acquired and with what she had seen, what I have not noticed in most of the students. They tend to be satisfied only by the fact that they saw America, but can't boast about language skills.

For a visual example I want to show you the version of the American rap star Eminem's the popular song «Mockingbird». Here's how it looks in the original:

Now hush little baby, don't you cry
Everything's gonna be alright
Stiffen that upperlip up
Little lady, I told ya
Daddy's here to hold ya
Through the night
I know mommy's not here right now
And we don't know why
We feel how we feel inside
It may seem a little crazy, pretty baby,
But I promise momma's gon' be alright

And now the same song, how it would look like if Eminem had been born in the UK, in Manchester, for example.

Now hush, baby, do not cry.
Everything will be fine.
Squeeze the sponge, little lady, I told you so
Daddy's here to hold you all night.
I know mommy's not here right now, and we do not know why.
We feel what we feel inside.
This may sound crazy, baby,

But I promise, my mother will be all right.

What language should we learn? There are many arguments about it. Supporters of the American English talk about its modernity, simplicity and convenience. They are right. Their opponents believe that the only option is the true British English, and everything else is simplification. They are right too. The correct answer is to learn both to understand all.

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THE FORMATION OF IMAGE OF THE STATE ON THE INTERNATIONAL SCENE

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Image is the complete vision of concrete social object constructed on the basis of the stereotype perception, emotionally painted schematized image of this object ...

The invariant core of the studied category should be considered a dichotomy: internal image of the state (for citizens) — external image of the state (for world community). On the other hand, the category "image of the state" unites in itself a number of relevant categories of image: "image of women", "image of youth", "image of elderly people". Each of these categories reflects characteristics of internal and external images of the state. All components of such difficult organized category as "image of the state", are in close interaction and dynamics and are subject to continuous transformations.

The image of the state, its reputation is often based on elements of the myth, the generalized stereotypes about ethnics. Share of similar "myths" in policy is great. The thinking stereotypes is characteristic for psychology of the person, application of a cliché allows to save efforts in orientation in surrounding reality, simplifies the process of knowledge. But stereotypes most often cause an enormous loss to image of the country.

Continuous complication of system and character of the international relations, and also the increasing informatization of society do more and more actual a problem of image of the state. The image always taking an important place in world politics, and sometimes being important argument of adoption of political decisions turns into one of the key factors of the international relations now. In parallel with this process both practical, and scientific interests increase the phenomenon of image on the geopolitical arena.

The phenomenon of the state attracted the attention of researchers almost since its inception. Scientists have speculated about the state, its structure and the optimum device since Plato and Aristotle. The last was considered including from the point of view of perception of its image by citizens – both the most this state, and neighbors. As a matter of fact, the first attempts of judgment of image though, certainly, the term in its modern understanding wasn't used in the ancient time made. This subject is continued Aurelius Augustine in his work "About the City of God", Machiavelli in "Sovereign", by philosophers of an era of Education and Modern times, etc.

Yu.B. Kashlev co-authored by E.A. Galumov offers classification of the factors forming image of the state: