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(RUDN University)
Institute of Foreign Languages**

**FUNCTIONAL ASPECTS
OF CROSS-CULTURAL
COMMUNICATION
AND TRANSLATION PROBLEMS**

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CROSS-CULTURAL COMMUNICATION AS A GLOBAL PROBLEM IN THE MODERN WORLD

WINTER EVENING BY ALEXANDER PUSHKIN: THE POEM'S RECEPTION IN THE ENGLISH- SPEAKING CULTURE

Maria R. Nenarokova

*The Department of West-European Classic Literatures
and Comparative studies, A.M. Gorky Institute of World Literature
of the Russian Academy of Sciences (IWL RAS), Moscow, Russia
maria.nenarokova@yandex.ru*

Abstract. The article focuses on the problem of the translation adequacy in the XX-XXIth centuries, the object being the form and content of Pushkin's poem *Winter Evening*, translated into English. The study materials are seven translations of *Winter Evening*, existing nowadays.

Keywords: translation adequacy, Alexander Pushkin, *Winter Evening*, form, content, lexical equivalence

1. Introduction

The name of Alexander Pushkin is known to the English-speaking reader since 1821 (Leyton, L.G. 1999: 135), already in 1824 the first translations of his works into English were published (Leyton, L.G. 1999: 135). Since the late 20s. XIX century. Pushkin is known as the first poet of Russia, and the opinion of his role in Russian poetry has not changed since. Moreover, sometimes all Russian poetry and XIX, and even XX centuries comes down to Pushkin, as if growing out of his work. So, according to the British philologist and translator C.M. Bowra, "Russian poetry is largely the creation of the nineteenth century and even of a single man. <...> ... Russian poetry, as we know it, owes an incalculable debt to Pushkin. <...> ... if we know Push-

kin, we know the peculiar qualities of Russian poetry” (Bowra, C.M. 1943: xiii). The value of Pushkin's poetry for an English-speaking reader sometimes turns out to be the only reason to learn Russian: “... it is worth while learning Russian simply for the sake of reading Pushkin” (Baring, M. 1924: xxi).

Even if one considers the statement of Maurice Baring to be an exaggeration, there is some truth in his words. Among the English-speaking translators there is an opinion about the fundamental untranslatability of Pushkin's poetry (“peculiarly untranslatable” (Cornford, F., Polyanowsky Salaman, E. 1944: 16)). In his preface to the collection of Russian poetry (1924) Baring wrote: “... to translate his poems into another language is as hopeless a task as it would be to try to transmute the melodies of Mozart into another medium, into colour or stone” (Baring, M. 1924: xxi). Over time, attitude toward the ability to translate Pushkin's poetry has changed little. Thus, at the end of the XX century, according to the apt expression of L. G. Layton, «A real Pushkin seems to play hide and seek with the foreign readers» (Leyton, L.G. 1999: 139).

Authors of translations of Russian poetry, in particular, Pushkin poetry, indicate specific difficulties that they had to overcome while working on texts. American translator Dean Hunt, speaking about Russian poetry, identifies two main obstacles. First, it is the difference in the language structure of the English and Russian languages, and therefore “it is not possible to achieve a perfect parallel either phonetically or rhythmically” (Tretyakov, A., Hunt, D. 2007: 27). Dean Hunt also notes “endless uncertainties and traps: of usage, nuance, and idiomatic correctness; of register and stylistic suppleness” (Tretyakov, A., Hunt, D. 2007: 29) on the way to “creating a text that gives an intimation of the original” (Tretyakov, A., Hunt, D. 2007: 27). The second reason is the difference of cultures, even the poetic ones: “poetic traditions ... in the case of Russian and English – are decidedly divergent” (Tretyakov, A., Hunt, D. 2007: 27). In the opinion of an American translator, native speaker “can feel

layers and textures of it [of the Russian language – M.N.]” (Tretyakov, A., Hunt, D. 2007: 31), inaccessible to a foreigner, even if he perfectly knows Russian. Hunt writes about his colleague Anatoly Tretyakov, with whom they translate Russian poets together: “When he reads the originals and then sets to bring them into English, he is immersed in them in a way that only a native can be, with all their music, with the memories of his first encounter with each of them, in the words that were his delicious, lush vibrant native tongue” (Tretyakov, A., Hunt, D. 2007: 31).

2. Objectives and Methodology of the Study

The objective of the given article is to study Pushkin’s translations over the course of a century in order to see what difficulties the translators had and how they overcame them; what they preferred to keep in the translation process – form or content; how adequate their translations are; the problem of the transfer of Russian realities was solved how in different periods of the XX century. The material for this study was the translations of Pushkin's poetry, made from 1888 (the date of publication of the first translation) to 2011. Moreover, the translations are published in different time periods and reflect changes in the understanding of the tasks facing the translator. The continuous sampling method, the descriptive one, the componential one, the conceptual one, the contextual one, that of collocation were used in the course of the study. **All these text research methods are relevant when using the so-called “close reading technique” and to some extent are combined into a single system. The object of study is one of the most famous poems of Pushkin – “Winter Evening” (1825).** It is known so well that it was enough for the authors of the prefaces to the collections of English-language translations of Russian poetry just to make allusions to the poem. Thus, Baring, characterizing the thematic richness of Pushkin's poetry, writes: “you can hear his old nurse crooning the fairy tales that were told when Ruric came over the sea” (Baring, M. 1924: xiv), and Bowra just mentions “the poverty of his old nurse’s hut”

(Bowra, C.M. 1943: xv). This poem remains the most popular one among translators – not only professionals, but also amateurs. About twenty translations of various qualities, both prosaic and poetic, have appeared from 1888 to the present day.

3. Findings

3.1. *The problem of the translation adequacy*

The problem of the translation adequacy, that is, correct, accurate, and complete conveying of the contents of the original and the re-creation of its form, taking into account its style, grammar and vocabulary (Nelyubin, L.L. 2003: 14), it is solved with each translation of the text, no matter how many translations of the given text are made. Pushkin's "Winter Evening" can serve as a good example of how the seven translators, translating the first two lines of the poem, created the image of a blizzard.

The re-creation of the original form implies the use of the same poetic size with which it was written, that is trochaic dimeter, because to convey "the music of the original language" (Tretyakov, A., Hunt, D. 2007: 27), it is necessary to reach "an absolute correspondence to the rhyme scheme (without which Russian poetry is not poetry) and meter" (Tretyakov, A., Hunt, D. 2007: 25). Of all the translations that are considered in this article, only the very first one, made by I. Panin (1888), does not preserve the size of the original:

The storm the sky with darkness covers,

The snowy whirlings twisting... (Wikisource, 2017).

Panin replaced Pushkin's catalectic iambic pentameter, extending the line by one and a half syllables. The authors of the other translations retained the rhythmic pattern of the source text, for example, the translation by Babette Deutsch (1936): "Storm-clouds dim the sky; the tempest/ Weaves the snow in patterns wild..." (Pushkin, A. 2002: 195), or the most recent translation of 2011, made by an amateur named Gene: "Blizzard fades the heavens blurry, / Whirling winds enrage the sky " (My Poetry Forum 2018).

Most translators convey exactly Pushkin's "буря" as "storm" ("very bad weather with strong winds and rain" (Hornby, A.S. 2018)), although in Russian the word «буря» has a broader meaning: it can take place at sea or on land, accompanied by rain or snow; its main feature is a strong wind. Only Lowenfeld and Gene реализуют implement the sign of "snow" in their translations: "Snowstorm" (Lowenfeld, J. 2009: 245) – "a very heavy fall of snow, usually with a strong wind" (Hornby A.S. 2018), "blizzard" (My Poetry Forum 2018) – "a snowstorm with very strong winds" (Hornby, A.S. 2018). Babette Deutsch expresses the concept «буря» with two words: first we find "storm-clouds" in the text (Pushkin, A. 2002: 195) – "dark cloud that you see when bad weather is coming" (Hornby, A.S. 2018), which foreshadow the storm, then we see the "буря" itself – "a violent storm" (Hornby, A.S. 2018).

The consequence of the storm, the darkening of the sky, is conveyed in two ways: some translators try to bring the translation as close as possible to the original, for example: "The storm the sky with darkness covers" (Wikisource, 2017), "The storm covers skies in darkness" (Poetry Lover's Page 1995-2013). Others, remembering that Pushkin portrayed the storm as a living being, create metaphorical images. Thus, W. Arndt writes: «Storm has set the heavens scowling» (Tania-Soleil Journal 2018), where "to scowl" means "look at somebody/something in an angry or annoyed way" (Hornby, A.S. 2018), in Lowenfeld's translation darkness as a result of the storm "drowns" the sky ("Snowstorm, gloom-filled, heavens drowning" (Lowenfeld, J. 2009: 245)). In this context "drown" means «to completely cover something» [ASH], but the reader cannot help remembering the main meaning of this verb – "to kill somebody by putting him or her underwater" (Hornby A.S. 2018). I. Zheleznova uses the similarity of the storm with the beast («то, как зверь, она завоет...»). Using complete reformulation, the translator departs from the Pushkin text, but creates an unexpected and interesting image: "O'er the earth a storm is prowling" (Zheleznova, I. 1984: 14), portraying a

storm as a prowling predatory beast, because “to prow” is explained as “to move quietly and carefully around an area, especially when hunting” (Hornby, A.S. 2018). The same verb has a connotation “approaching danger” (Hornby, A.S. 2018).

Most translators transmit the second line of Pushkin's poem «Вихри снежные крутя» close to the original text: “The snowy whirlings twisting...” (Wikisource, 2017); “Whirling gusty blizzards wild...” (Tania-Soleil Journal 2018); “Wild the snowy whirlwind flies...” (Lowenfeld, J. 2009: 245). Even Gene, creating a metaphor mentions “whirling winds” (My Poetry Forum 2018). The idea of a snowstorm is expressed with the help of a verb, a verbal noun, participle I with a root “whirl-” – “to move... around quickly in a circle” (Hornby, A.S. 2018).

Two translators chose another way. Deutsch writes: “the tempest/ Weaves the snow in patterns wild...” (Pushkin, A. 2002:195). Bonver chooses a different image: “Spinning snowy whirlwinds tight...” (Poetry Lover's Page 1995–2013). Verbs “weave” – “to make cloth, a carpet, a basket, etc. by crossing threads or strips across, over and under each other by hand or on a machine called a loom” (Hornby, A.S. 2018) and “spin” – “to make thread from wool, cotton, silk, etc. by twisting it” (Hornby A.S. 2018) allow us to correlate the image of the storm with the image of the nanny, because both are engaged in needlework. On the one hand, the storm is opposed to a quiet old woman: it is outside, it is associated with many sounds conveyed by verbs “howl” (Pushkin, A. 2002:195) – “(of a dog, wolf, etc.) to make a long, loud cry” (Hornby A.S. 2018), and “to make a loud cry when you are in pain, angry, amused, etc” (Hornby, A.S. 2018); “wail” (Pushkin, A. 2002: 195; Poetry Lover's Page 1995–2013) – “to make a long loud high cry because you are sad or in pain” [ASH], “cry” (Poetry Lover's Page 1995–2013) – “to shout loudly” (Hornby, A.S. 2018), while the old lady doesn't utter a word (Pushkin, A. 2002: 195), “is silent” (Poetry Lover's Page 1995-2013). On the other hand, both of them create either fabric or material to create fabric. The storm is perceived as a feminine crea-

ture in these two translations. For an English-speaking reader, it may be associated with a mythological character, Mother Holle, or Old Mother Frost, from The Grimms' Fairy Tales, which have been the usual reading of British and American children since the XIX century. Thus, the character system of the poem changes and expands: thanks to the translators there are three heroes in it, that is the poet, his nanny and the storm.

3.2. Reproduction of sounds in translations

“Winter evening” is full of sounds, and they are divided into the sound that is heard from the outside, and the sounds are cozy, homely. The main source of sounds is the storm. It calms down, then begins with a new force. Describing the sounds of the storm, most translators preferred the verb “howl” – “to make a long, loud cry” (Hornby A.S. 2018). Thus, we read in the translations: “Like a beast wild now is howling...” (Wikisource, 2017); “Like a beast I hear it howling...” (Zheleznova, I. 1984: 15).

The lull between gusts of wind is depicted by verbs with a general meaning “to cry”: “wail” is “to make a long loud high sound” (Hornby, A.S. 2018) and “cry” is “to shout loudly” (Hornby, A.S. 2018). Bonver’s and Gene’s translations are distinguished by the fact that both translators tried to increase the contrast between the storm and calm compared to the original. In Gene’s text we find: “Like a beast, they howl in fury, / Like a weeping child they cry” (My Poetry Forum 2018).

Another sound associated with the storm becomes the rustling of straw in the wind: «соломой зашумит». Most translators choose the verb “rustle” – “to make a sound like paper, leaves, etc. moving or rubbing together” (Hornby, A.S. 2018): “In the straw it rustling is ...” (Wikisource, 2017). But there is also a case of descriptive translation, and Lowenfeld changes the principal character: “With a gust the straw resounds” (Lowenfeld, J. 2009: 245). Gene leaves the sound for the reader to imagine, but describes the conditions for its occurrence: “... rousing straw, they stir a sound...” (My Poetry Forum 2018). Arndt describes

the action accompanied by the sound rather than the sound itself, however the “rustling” component is transmitted: “Now along the brittle thatches/They will scud with rustling sound” (Tania-Soleil Journal 2018).

A knock on the window is conveyed by verbs describing its different intensity. Panin, Deutsch, Bonver choose neutral “knock” – “to hit something... with a short, hard blow”, for example, Bonver writes: “It knocks at our window’s glass” (Poetry Lover’s Page 1995-2013). Arndt, Lowenfeld, Gene use “pound” – “to hit something/somebody hard many times, especially in a way that makes a lot of noise”. Arndt’s translation can serve as an example of using this verb: “Now against the window latches/Like belated wanderers pound” (Tania-Soleil Journal 2018). Only in Zheleznova’s text we find a different verb, that is “rap” (Zheleznova, I. 1984: 16) – “to hit a hard object or surface several times quickly, making a noise”. The Russian verb “постучать” means «to hit smth several times». Как кажется, The verbs “knock” and “rap” seem to better convey the meaning of Pushkin’s “постучать”.

Verbal noun “завыванье” is transmitted by different parts of speech: here we find various grammatical transformations. Panin changes “бури завыванье” for the word combination “Participle 1+noun”: “the howling storms ” (Wikisource, 2017); Deutsch uses “storm” instead of “wind” and adds two epithets: “the wind, so loud and rough” (Pushkin, A. 2002: 196); Zheleznova rebuilds the word combination “nown+noun in Genitive” as a dependent clause, in which the predicate is expressed by the verb in Present Continuous: “... the storm is moaning” (Zheleznova, I. 1984: 16), “moan” meaning “to make a long deep sound, usually expressing unhappiness etc” (Hornby, A.S. 2018). It is Lowenfeld who transmits Pushkin’s grammatical form most exactly: “the storm’s muttering” (Lowenfeld, J. 2009: 245), but the choice of the verb itself is not entirely felicitous. “Завыванье” conveys much greater power and a different sound pattern than “muttering”. Thus, in Lowenfeld’s translation the

sound made by the storm is equalized to the “buzz” of the spindle, as far as the volume and the sound pattern are concerned. Gene uses the construction with possessive case, but introduces an epithet for the verbal noun. In his translation we find not “завыванье”, but “weeping” of the storm. The participle 2 “lamented” from the verb “lament” – “to feel or express great sadness about somebody/something” (Hornby, A.S. 2018) – is added to the “crying” of the storm.

Pushkin’s “приумолкла” – “to become silent for a time”, lack of sounds, is mostly transmitted either by the adjective “silent” – “not speaking” (Tania-Soleil Journal 2018; Poetry Lover’s Page 1995-2013), or by the noun with the preposition “in”: “in silence” – “a complete lack of noise or sound” (Wikisource 2017). Gene uses a synonym for “silent”, “uneager” – “not very interested and excited by something that is going to happen or about something that you want to do” (Hornby A.S. 2018). As for Lowenfeld, his choice is “hushed”, derived from the verb “hush” – “to be quiet; to stop talking or crying” (Hornby A.S. 2018). Using the development of meaning, Zheleznova does not describe the behavior of the heroine, but her mental state, leading to such behavior: “Why so sad, my dear, and weary/ At the window do you sit?” (Zheleznova, I. 1984: 16). Deutsch turns to sense development: the verb “приумолкла” allows the translator to ask a question: “Can’t you give me just a word?” (Pushkin, A. 2002: 196).

It is difficult to convey the sound of the humming spindle because in the 20th-21st centuries yarn is produced industrially, and a few are engaged in such handiwork at home. Therefore, it turns out that the spindle during spinning “rustles” (Wikisource 2017) – “to make a sound like paper, leaves, etc. moving or, rubbing together” (Hornby A.S. 2018), “buzzes” (Pushkin, A. 2002: 196) – “to make a continuous low sound like a bee” (Hornby A.S. 2018), “drones” (Zheleznova, I. 1984: 16) – “to make a continuous low noise like an engine” (Hornby A.S. 2018), “wails” (My Poetry Forum 2018) – “to make a long loud high sound” (Horn-

by, A.S. 2018). Arndt's and Bomver's choice seems to be the most accurate one: "hum" – "a low continuous sound of bees/traffic/voices" (Hornby, A.S. 2018).

3.3. Translating diminutives

A developed system of productive diminutives is not characteristic for the English language, whereas in Russian there is a lot of the suffixes of such kind, and they are actively used in word formation. English-speaking translators traditionally solve the problem of conveying sign of diminutiveness by adding the adjective "little". Lowenfeld conforms to the tradition, and translates «окошко» as «our little window»: "Sometimes, like a lost late wanderer, / On our little window pounds" (Lowenfeld, J. 2009:245). In all other cases, the inability to convey the meaning of diminutive suffixes can be characterized as translation loss.

The noun «лачужка» – "a poor little house" (Толковый словарь Ожегова 2008-2017) – is a difficult word for translating, because it belongs to emotionally colored vocabulary, and Pushkin used it with a diminutive suffix. It is only Panin who retains the diminutive suffix: «our little...hut» (Wikisource, 2017).

The words «старушка» and «подружка» are the most difficult ones for translation, since in the case of the poem "Winter Evening" we deal with realia, those relating to Pushkin's personal life in particular. Usually «старушка» means "a woman, who has reached old age" with the note "caress." (Толковый словарь Ожегова 2008-2017). To find an adequate analogue to the word «старушка» In the context of Pushkin's poem, the translator should take into account the fact that, that the poet addresses not his wife, with whom he lived a long life ("wife old mine" (Wikisource, 2017)), not an elderly lady ("my little old lady" (Poetry Lover's Page 1995-2013)), not his grandmother ("dear granny" (Tania-Soleil Journal 2018; My Poetry Forum 2018)), but his old nanny: "nanny" (Pushkin, A. 2002:196) [Deutsch, 1936]. Therefore, Deutsch's translation was the most accurate one. The mean-

ing of the Russian diminutive suffix is preserved and conveyed by a word from the children's language.

The same concerns the word «подружка» – “a girl, girl or woman who has become close friends with smb since childhood” with the note “diminutive, caress.” (Ozhegov S.I. 2008-2017). Neither the noun “comrade” – “a friend or other person that you work with, especially as soldiers during a war” (Hornby, A.S. 2018), nor “friend” – “a person you know well and like” (Hornby, A.S. 2018) do not convey the additional meanings that Pushkin puts into this word. In this case, Deutsch’s choice, “companion” (“dear old companion” (Pushkin, A. 2002:196)), that is “a person who shares in your work, pleasures, sadness, etc.” (Hornby, A.S. 2018), turns out to be the most correct and adequate.

3.4. *Translating realia*

The poem "Winter Evening" includes realia that evoke different images in the minds of people from different cultures. To correctly translate “Или дремлешь под жужжанием/ Своего веретена?”, It is necessary to know how the traditional Russian distaff looks like. The Russian distaff is L-formed. The spinner sits on the horizontal part, the vertical part is oar-shaped, usually it is painted or carved. Unspun wool, or tow, is attached to the upper part of the distaff’s vertical part. And the spinner draws the spinned thread out and winds it on the spindle. Most translators choose “spindle”- “a thin pointed piece of wood used for spinning wool into thread by hand” (Hornby A.S. 2018). The author of the first translation, I. Panin, writes: “Or perchance art slumbering, / By the rustling spindle soothed?” (Wikisource, 2017). I. Zhelezнова переводит эти строки так: “Does your spindle's mournful droning, Put you quietly to sleep?” (Zhelezнова, I. 1984:16). As the translator knows how the yarn is spun on the Russian distaff, she, too, chooses “spindle”, which is defined as “a thin pointed piece of wood used for spinning wool into thread by hand” (Hornby, A.S. 2018). We find “spindle” in the translation by Babette Deutsch: ...*Or the buzzing of your distaff – Has*

that set you dozing off? (Pushkin, A. 2002:196). Lowenfeld bears in mind a completely different tool for spinning, that is a spinning wheel (its characteristic feature is a wheel and translates the lines of Pushkin in such a way: “Or are you just somewhat slumbering, / As you click your spinning wheel?” (Lowenfeld, J. 2009:245). Spinning wheels were brought into use in peasant life only since the middle of the 19th century. The poem acquires a new, Western European or even American, colouring.

There are allusions to two Russian folk songs in the “Winter Evening”. One of the songs is practically forgotten nowadays: «За морем синичка не пышно жила...» (“The tomtit did not live sumptuously beyond the sea...”). The other one is still performed by folklore groups: «По улице мостовой...» (“Down the pavement of the street...”). The modern readership seems not to know these songs. Understanding allusions to these songs is a challenge for both the reader and the translator: «Спой мне песню, как синица/ Тихо за морем жила;/ Спой мне песню, как девица/ За водой поутру шла». Both songs that Pushkin heard from the nanny or from the peasants of Mikhailovskoye (Pushkin’s estate) were traditional dance songs performed during the rural holidays (Novikova, A. 1982: 134-135). The context in which the noun «синица» is found, shows that Pushkin meant a bird common in Russia. The beginning of the folk song that the poet recounts in the poem is: «За морем синичка не пышно жила, / Не пышно жила, пиво варивала;/ Черный дрозд пивоваром был, / Сизый орел винокуром слыл» (“The tomtit did not live sumptuously beyond the sea, / It did not live sumptuously, it brewed beer, / The blackbird served as a brewer, / The blue-grey eagle was known as a distiller...”) (Розанов, Иван, 1952: 68), together with the tomtit we see other birds, for example, the blackbird and the eagle. Вторая песня, «По улице мостовой...», начинается с описания: «По улице мостовой, / По широкой, столбовой, / Шла девица за водой, / За холодной ключевой» (“Down the pavement of the street, / The broad one, the high one, / A young girl went to fetch water, / Cold water

from the spring”) (Rozanov, I. 1952: 38), it is these lines that Pushkin alludes to in “The Winter Evening”. Allusions to the songs in question completely disappear in English translations. Thus, Panin omits the name of the bird: “A song now sing me, how the bird/ Beyond the sea in quiet lived” (Wikisource 2017); on the contrary, Deutsch and Zheleznova keep the bird’s name: “Sing the ballad of the titmouse / Who beyond the seas was gone” (Pushkin, A. 2002: 196); “Of a maid out by a river/ Sing a little song to me, Or a tomtit, one that never/ Leaves its home beyond the sea” (Zheleznova, I. 1984: 16). In Arndt’s translation the tomtit not only went to live beyond the sea, but was also “hatching”: “Sing me of the tomtit hatching/ Safe beyond the ocean blue” (Tania-Soleil Journal 2018).

Лоуэнфельд и Gene translate the name of the bird, Pushkin’s «синицы», morpheme after morpheme: “Sing for me your song, how bluebird/ Lived in peace beyond the sea” (Lowenfeld, J. 2009:245); “Sing to me of bluebird nesting, / How above the sea they’re soaring” (My Poetry Forum 2018). It is believed that the name of the bird «синица» comes from its song «зинь-зинь» – «зиница», then because of the bluish («синий») colour of its feathers it became «синица», “a blue bird” (Krylov, G. 2008:360), but replace it with the English word “bluebird” – «sialia» (a bird, which is typical for the North and Central America) means to introduce a completely alien realia into Pushkin’s text.

4. Result

As we see, attempts to translate Pushkin's poetry continue despite the still widespread opinion about the untranslatability or inadequacy of its translations. The survey of translations of "Winter Evening", one of the most famous Pushkin's poems – shows, that in the course of one hundred years, from 1888 to this day, new variants of the poem appeared in verse and in prose as well. They acquainted English-speaking readers with new readings of the classic text. To my mind, The main problem for translators turning to Pushkin's works is as follows: Pushkin is known all

over the world as the most famous and the best Russian poet, “the Sun of the Russian poetry”, and translators, feeling their responsibility to the readers and world culture, strive to convey, as accurately, fully and correctly as possible, both the form and the content of the original. The use of close reading technique shows, that creation of adequate translations is hindered by the difference in the structure of the English and Russian languages, and deep cultural differences. Nevertheless, as a detailed analysis of the “Winter Evening” translations shows, it is quite possible to overcome most of the difficulties. Although free verse, not divided into stanzas, predominates in contemporary English poetry, almost all translators managed to reproduce the original form of the poem, that is Trochaic dimeter in the 8-line stanzas. Pushkin’s rhyme scheme is also preserved, it is *abababab*. Perhaps the least amount of difficulties was caused by the vocabulary of the poem. We can make an exception only for the diminutives and realia. By carefully selecting the vocabulary, the translators managed to re-create the atmosphere of the poem, preserving its emotional component. As for the diminutives, in the overwhelming majority of translations it was impossible to find equivalent analogues for them. This translation loss is due to the difference between the English and Russian word formation systems. The biggest challenge for translators has become the translation of the realia of Pushkin’s time, since even the Russian translators do not understand some of them. Of special interest is the phenomenon of cultural interference: the vocabulary, chosen by the translators, may induce readers to allude not to Russian, but to their own culture and folklore.

5. Discussion

Further study of the translation of Pushkin’s poetry into foreign languages, English in particular, is very important and interesting for several reasons. The study of translations from Pushkin can go in several directions. In the first place, analysis of translations of one text made by different translators, at different

times, even in different countries, albeit within the framework of the English culture, will allow to study evolution of translation practice, its dependence on translation traditions in a particular country, its development, parallel to that of translation theory. Knowledge gained from the analysis of translations made in the course of a century will help to predict the development of translation practices, which in its turn is a topic for a separate study. In the second place, since the goal of each translator is to create an adequate translation, analysis of Pushkin's translations will make it possible to study how the problems, relevant for a translator's everyday work, were solved: re-creating the sound envelope and rhythmic pattern of the text, peculiarities of vocabulary selection, use of grammatical, lexical, stylistic transformations, ways of conveying the meanings of Russian prefixes and suffixes, translating emotionally colored vocabulary. Thirdly, using Pushkin translations, we can study the problem of translating Russian realia and that of translation commentary concerned with it. Fourthly, the close reading technique permits to reveal and explore the phenomenon of cultural interference, both conscious and unconscious, since the English-language translations of Pushkin's poetry become facts of the culture of the target language.

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INTERCULTURAL COMMUNICATION: PRAGMALINGUISTIC INTERPRETATION OF STEREOTYPED SPEECH BEHAVIOUR

Irina A. Zyubina

*Linguistics and Professional Communication Department
Southern Federal University, Rostov-on-Don, Russia
irinazyubina@gmail.com*

Abstract. Stereotyped speech behaviour of the group of public prosecutors was examined with the help of Pragmalinguistic comparative analysis, taking into account national-cultural specificity of the addressers (Russian-speaking and English-speaking public prosecutors).

Keywords: lingua-cultural community, Pragmalinguistics, implicit speech strategy, addresser, public prosecutor

1. Introduction

At all times, as an important means of expression, human speech possesses a considerable psychodiagnosing potential (Matveeva, G.G., Zyubina, I.A., 2017: 103-111). Human speech can reveal many interesting things about a person. Data obtained through the pragmalinguistic experiment proves this position, coinciding with the characteristics of the public prosecutors, based on the memoirs of their contemporaries and on the results of psycho-diagnostic methods (Zyubina, I., Dzyubenko, A., Matveeva, G., Ratokhina, A., Ostrikova, G., 2017: 1089-1094).

2. Objectives/Purpose of the study

The purpose of the paper is to make a comparison according to different lingua-cultural communities: the speeches of Russian-speaking and English-speaking public prosecutors in speaking before a trial by jury at the beginning of the twenty-first century.

3. Methodology and sub headings

The results of the pragmalinguistic experiment are compiled in Table 1 “Stereotyped speech behaviour of prosecutors’ groups” (Zyubina, I.A., 2011: 126). The data of this table is considered according to the three implicit speech strategies: “Participation/Nonparticipation of members of communication in a speech event,” “Sure/Unsure speech behaviour of an author,” and “The sender’s formation of addressee’s attitude to a speech event by evaluation.”

4. Discussion

The implicit speech strategy “Participation/ Nonparticipation of members of communication in a speech event”

According to the results of the pragmalinguistic experiment, the average speech-genre index of the plane of personal participation is 17.5%. In the speeches before the Russian jury, the level of this plane is 18.1%, whereas before the British jury it is 13.2%. Russian-speaking addressers actualise the plane of personal participation of the implicit speech strategy “Participation/Nonparticipation of members of communication in a speech event” more often, showing a tendency towards an authoritarian type of verbal behaviour. For the Russian communicative consciousness, it is inherent in a purely peculiar national idea of limited communicative sovereignty of a personality: the Russian consciousness considers acceptable a communicative invasion of privacy. Moreover, it can be almost any person and it can happen in almost any conditions. The Russian existential consciousness sees no obstacles in speaking to anyone. One can make comments to strangers, give them advice, and it is possible to interfere in the conversation of people, to ask one of them a question. One can “hang” one’s own problems on others, request a favour of strangers, can express an opinion about the fact that is being discussed by a number of strangers, can correct them, explain their errors, and it is possible to approach any person closely, to touch an interlocutor, and so on.

Table 1: Stereotyped speech behaviour of prosecutors' groups

strategy / period / kind of trial / country	Participation/Nonparticipation of members of communication in a speech event				Sure/Unsure speech behaviour of an author				The sender's formation of addressee's attitude to a speech event by evaluation				MSG				
	the plane of per- sonal participa- tion		the plane of social participa- tion		the plane of objective participa- tion		certain statement		uncertain statement		the plane of positive attitude			the plane of neutral attitude		the plane of negative attitude	
	MSG	%	MSG	%	MSG	%	MSG	%	MSG	%	MSG	%		MSG	%		
1. the end of the XIX cen- tury / trial by jury / Russia	624	12. 4	384	7.6	3,986	80	2,119	42.4	2,875	57.6	547	11	2,298	46	2,149	43	4,994
2. 20s-40s years of the XXX century / professional trial / USSR	482	10	652	13.6	3,659	76.4	2,086	43.5	2,707	56.5	684	14.3	1,723	35.9	2,386	49.8	4,793
3. XXI centu- ry / profes- sional trial / Russia	1,678	31. 2	39	0.7	3,660	68.1	3,017	56.1	2,360	43.9	631	11.8	1,620	30.1	3,126	58.1	5,377
4. XXI centu- ry / trial by jury / Russia	529	18. 1	195	6.7	2,193	75.2	1,185	40.6	1,732	59.4	291	10	1,532	52.5	1,094	37.5	2,917

strategy / period / kind of trial/ country	Participation/Nonparticipation of members of communication in a speech event				Sure/Unsure speech behaviour of an author				The sender's formation of addressee's attitude to a speech event by evaluation						MSG		
	the plane of per- sonal partici- pation		the plane of social partici- pation		the plane of objective partici- pation		certain statement		uncertain statement		the plane of positive attitude		the plane of neutral attitude				
	MSG	%	MSG	%	MSG	%	MSG	%	MSG	%	MSG	%	MSG	%		MSG	%
5. XXI centu- ry / trial by jury / Great Britain	422	13. 2	190	5.9	2,584	80.9	751	23.5	2,445	76.5	400	12.5	1,975	61.8	821	25.7	3,196
the average speech-genre index	3,73 5	17. 5	1,460	6.9	16,08 2	75.6	9,158	43	12,11 9	57	2,553	12	9,148	43	9,576	45	21,27 7

However, the English speakers as state prosecutors are less focused on personality. For the Western communicative consciousness, the categories of communicative integrity and tolerance are much more expressed, and the categories of politeness and communicative ideal are based on the concept of privacy or “personal integrity”. An English-speaking addresser is characterised by a specific characteristic such as adherence to the “ideology of correctness”.

During the pragmalinguistic experiment we found that the actualisations of the plane of social participation of the implicit speech strategy “Participation/Nonparticipation of members of communication in a speech event” in the speeches of the Russian public prosecutors (6.7%) and in the speeches of the British public prosecutors (5.9%) in general are the same, and do not significantly differ from the average speech-genre index of 6.9%. With all the differences in the levels of socio-economic and cultural development, in special traits of the legal systems and mechanisms for justice in one or another country, the determinants and the nature of a public opinion are much more general than specific. All studies confirm that legal ignorance, incomplete and distorted legal views are considered to be a universal factor, and it also applies to a group of jurors.

Jurors cannot understand all the detailed circumstances of a criminal case, and moreover they do not need to understand the specific rules, the pros and cons, of the law. They are more likely to rely on their own experience. However, a public prosecutor is a professional lawyer, and to bridge the gap between his own professionalism and inexperience in legal cases of the jurors both Russian-speaking and English-speaking public prosecutors will have to become an “insider” for the jurors not to make them dislike and, as a consequence, to reject the position of the public prosecutor. That is why the Russian state prosecutors more often actualise the cooperative type of speech behaviour, unconsciously, and on an existential level they take into account Russian mentality and traditions: a “legal nihilism” established in Russia

long ago, it is a process when people have a distrust for the law, police, the court and Prosecutor's Office.

Actualising the plane of social participation, that is the co-operative type of speech behaviour, a professional public prosecutor can seek support from a friendly trial by jury, that on an unconscious level begin to understand that the public prosecutor is at least close to them in beliefs and life experience, and is the first step in beginning to trust a public prosecutor.

The implicit speech strategy "Sure/Unsure speech behaviour of an author"

As it is shown by the material of the study, the average speech-genre index of the plane of certain statement is 43%. The index of certain statement in the speeches before a trial by jury in Russia is a little lower at 40.6%. In our opinion, a Russian-speaking public prosecutor takes a clear stance on a committed crime. One can say that his speech behaviour is definite and relatively confident, especially when compared to the verbal behaviour of an English-speaking public prosecutor.

One can observe the most significant differences compared with the average speech-genre index (43%) in the speech behaviour of the British public prosecutors, which is the lowest among all the studied groups of public prosecutors, their plane of certain statement of an implicit speech strategy "Sure/Unsure speech behaviour of an author" being only 23.5%. High certainty of speech is not a peculiar feature of English-speaking public prosecutors, because it is perceived as disturbing a personal communicative privacy, unacceptable for the British. Extra sureness for the English-speaking communicants can even be associated with such a concept as an "argument," which is mostly negative in its evaluation and can even be regarded as a manifestation of aggression. Therefore, a more certain speech behaviour of the public prosecutors before the English-speaking jurors would not cause the achievement of the goals of persuasion, or as speech experts say, it would be "communicative suicide."

The implicit speech strategy “The sender’s formation of addressee’s attitude to a speech event by evaluation”

According to the results of the pragmlinguistic experiment, the average speech-genre index of the sender’s formation of addressee’s positive attitude to a speech event by evaluation is 12%. This figure is almost equal to that of forming a positive attitude to a speech event by the English-speaking public prosecutors which is 12.5%.

Perhaps the more optimistic mood of the English-speaking public prosecutors depends on the socio-economic situation in the UK, which is relatively calm and where life is of high quality. Unfortunately, the same cannot be said of Russia. The index of positive evaluation in the speeches of the Russian-speaking public prosecutors is the lowest at 10%. It greatly depends on the socio-political situation. The lower positive intentions of the Russians and the tendency to pessimism are the result of a long difficult situation in the country when the first half of the twentieth century was marked by horrific wars and the second by expectation of war, perhaps even worse for the mental health of the nation. Undoubtedly, all these factors found reflection in the speech behaviour of the Russian-speaking communicants.

Further proof to these words are indicators of the formation of a negative attitude to a speech event by the English-speaking public prosecutors. Despite the fact that the negative evaluation of the Russian-speaking (37.5%) and English-speaking (25.7%) public prosecutors is lower than the average speech-genre index (45%), there is a predominance of accusatory character in a Russian trial by jury.

5. Result/Findings

So stereotyped speech behaviour of the group of public prosecutors was examined with the help of comparative analysis, taking into account national-cultural specificity of the addressers (Russian-speaking and English-speaking public prosecutors). All things considered, we came to the conclusion that: speech behav-

behaviour of the English-speaking public prosecutors of the twenty-first century before a trial by the jury differs from the similar group of the Russian-speaking public prosecutors through less actualisation of the plane of social participation in a speech event, in significantly lower indices of categorical speech behaviour and in less formation of addressee's negative attitude to a speech event by evaluation. Therefore, one can conclude that stereotyped speech behaviour differs due to belonging to different linguistic-cultural communities.

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DISCUSSION IN THE MOTHER TONGUE PRECEDING TRANSLATION OF FRENCH IDIOMATIC EXPRESSIONS USING NUMBERS

Irina Chernysheva¹, Marina Avdonina², Natallia Zhabo³

*¹ Department of French Language
Higher Foreign Language Courses of the Ministry of Foreign Affairs
of the Russian Federation, Moscow, Russia
cher_ir@mail.ru*

*² Department of Linguistics and Intercultural Communication of the Faculty
of Distance Learning, Moscow State Linguistic University, Moscow, Russia
mavdonina@yandex.ru*

*³ Department of Foreign Languages of the Agrarian Technological Institute
Peoples' Friendship University of Russia, Moscow, Russia
lys11@yandex.ru*

Abstract. The purpose of the research is to describe and analyze the methodology of teaching the translation of phrases, the most important component of which is a preliminary discussion in the native language of both the topic and the situation reflected in the text, in order to avoid literalism. The types of activities in French for specific purposes have been considered in the framework of the organization of mental activity of students occurring within translation. Training in the effective translation of set expressions with numerals includes the selection of fragments of French texts on the subject of the future profession (agriculture; medicine), as well as a preliminary search for additional meanings and connotations of French expressions. The pragmatics of the whole text as well as the gap between the dictionary meaning in French and in Russian together with the nuance of the actualized sense of the forms and components of the source text and the situation of a given communicative act often lead to rejection of the literal transmission by the Russian expression with the same numeral. We propose the term "top – down procedure for building a system of exercises" for teaching translation (from the text to its components), which is understood as a sequence of steps opposite to the traditional one, namely: training begins with an understanding of the content of the text and a preliminary presentation and analysis of it in the native language, followed by the translation of its smaller components. Serious difficulties arise for students when they deal with translation of a dead metaphor expressed by phraseological units with numerals having a fairly well-defined vocabulary value.

Keywords: Methodology for teaching translation, building a system of exercises, FSP, set phrases, French numerals, journalistic discourse

1. Introduction

A good command of a foreign language and a deep knowledge of professional sphere are necessary but still insufficient components of a successful translation of a special text. Special texts on agriculture made in French reflect not only the technicalities but the subtleties of the socio-political situation in France and the diversity of opinions which determines the relevance of the study. This plan of a text cannot be translated through electronic programmes.

In this field, chosen for the present practical research, a training is required, aimed at teaching future translators the methods of correlation between the formal and substantive components of the texts of foreign language and mother tongue.

The purpose of the research is to describe and analyze the method of teaching the special text translation from a foreign language, the most important component of which is a preliminary discussion of both the topic and the situation in the native language.

The work is based on the theoretical positions of translation studies (Barkhudarov, L.S., 1975; Latysheva, S.I. and Romanov, S.V., 2009), and more specifically, on the understanding of the relationship of the situation and the information text (Glazkov, A.V. 2016); the differentiation of communicative and functional equivalence (Eger, G. 1978; Zhabo, N.I. 2015), as well as practical methodological proposals (Latyshev, L.K. and Semenov, A.L., 2003; Parshina, T.V., 2016); studies on social and communicative role of translation (Avdonina, M.Yu., Zhabo, N.I., Terekhova, S.I., 2015; Rey, D. 2016); pragmatics (Froeliger, N. 2008; Zhabo, N.I., Avdonina, M.Yu., Byakhova, V.M., Bykova, I.A., Grigorian, N.N., 2017), translation techniques in the aspect of intercultural communications (Avdonina, M.Yu., Byakhova, V.M., Zhabo, N.I., Likhacheva, I.F., 2016), on methodology of

learning translation of a special text revealing cultural component relevant for its deeper understanding (Meyer, E, 2014).

Prior to the presentation of the results of the study, we will determine how we understand the terms text, content, translation. We will understand the text, the subject of our activity, as a set of significant units, which creates an entity. The content is understood as a multicomponent system that includes purely semantic and stylistic, axiological, and pragmatic components.

The success of translation as a result is determined by how fully the translator was able to preserve and transfer all the components of the content of the source text. To teach it we propose a set of simultaneous or consecutive activities:

- an unmistakable correlation of forms and meanings of the components of the original text;
- the fullest possible perception of its multicomponent content;
- separation of this content from the formal part of the text;
- effective transcoding it into another language system with maximum preservation of the content components of the source text.

The advantage of the proposed method of a preceding discussion in the mother tongue is seen, on the one hand, in that the components of the content of the text in this case are interpreted and formally expressed without reference to a foreign language form, and on the other hand, that the pragmatic aspect of the content of a set phrase containing a number is transmitted to students in the preliminary discussion and in the comments of the teacher in Russian before the translation process.

2. Objectives/Purpose of the study

The purpose of the research is to describe and analyze the method of teaching the special text translation from a foreign language, the most important component of which is a preliminary

discussion of both the topic and the situation in the native language.

3. Methodology and sub headings

The material of the research is journalistic articles on agricultural subjects, their social, ecological, political, technical aspects of French-language media. A set of texts on viral topics is made by the members of the team regularly from electronic dictionaries, glossaries, encyclopaedias, Euronews subsections about agricultural technologies and innovations: Futuris, Science, Terra viva, Innovation, Tomorrow's city, and their forums, www.francetvinfo.fr/, and mainstream newspapers: [Le Monde.fr](http://LeMonde.fr); [Libération.fr.](http://Libération.fr), etc.

One of the criteria is the presence of emotionally expressive connotations to persuade the readers and, eventually, decision-makers which are to be translated.

Set phrases with numbers play this role par excellence.

We also use exercises with a special selection of numerals of Russian, French, English, Greek and Latin languages, the work with which and the analysis of the results are presented in our monograph (Avdonina, M.Yu., Zhabo, N.I., Terekhova, S.I., Valeeva, N.G., 2016: 142-143).

4. Result/Findings

The ways of overcoming difficulties in the case when the Russian dictionary equivalent is not adequate for semantic, stylistic or structural reasons are discussed in class.

Tasks are developed aiming to analyze the selected expressions in micro-context. Their translation is based on the general meaning and the logic of the text and is done immediately in the process of translation of the educational text.

First type of numerals to be translated includes the numbers making part of a notion of special terminology which, linguistically speaking, means that they are part of analytical terms. We find texts dwelling on an agricultural topic.

For the assimilation of the material we used the following types of exercises:

- exercises on translation of expressions from different languages;
- speech exercises, as exercises to create slogans (slogans) for advertising posters;
- cultural studies aimed at the development of background knowledge.

For instance, four texts about agriculture with the number “zero”:

1) *Le respect du produit, de l'environnement et des consommateurs. Une production locale pour les locaux d'où le titre **d'agriculture zéro kilomètre**. [...] 100% de la production kilomètre zéro. Aucune vente en dehors de la zone locale pour éviter les transports et le CO2. Que des gens du coin, deux restaurants étoilés au Michelin qui consomment la production (Rousseau, 2017);*

2) *Le "**Zéro déforestation importée**" de la France se traduit par une prime de FCFA 100/kg pour du cacao ivoirien. Ce projet dont les activités ont démarré en décembre 2016, a pour finalité ultime de réduire les émissions de gaz à effet de serre issues de la déforestation tout en améliorant les conditions de vie des populations riveraines des forêts concernées, souligne le ministère ivoirien. Ceci passe par l'accompagnement des producteurs dans la mise en place **d'une agriculture "zéro déforestation"** (Le "Zéro déforestation... 2018).*

3) *«**Zéro résidu de pesticides**»: un nouveau label pour les fruits et légumes frais. Le collectif «Nouveaux Champs» créé le 24 janvier par sept gros maraîchers et arboriculteurs français, a annoncé [...] en commun mercredi la création d'un nouveau label garantissant au consommateur «**zéro résidu de pesticides**» sur leurs fruits et légumes. Le concept «**zéro résidu de pesticides**» est différent du bio: les fruits et légumes ont le droit de pousser sur des substrats nutritifs qui sont interdits en agriculture bio,*

laquelle n'admet que les cultures en pleine terre. (Zéro résidu... 2018)

4) Parmi les sujets proposés : **Une agriculture zéro phyto** (Laimé 2018).

One of the milestones in the study of a foreign language is mastering set expressions, as language constructs, so that one can freely and fearlessly translate them without implementing an internal literal translation.

The comparison the four microtexts, made in Russian, is supported by translation of the unit *zero* into Russian. We would like to precise that students are free to use any kind of on-line bilingual dictionaries. We advise to compare the entries of all languages they speak in order to reveal the difference of the connotational sphere.

A good choice of a Russian equivalent is being made during the discussion, if even it is a numeral as prefixe: *bi/bis-* (*bi-polyarnyi*), *di-* (*divergenzia*), *dual-* (*dualism*), *dva/dvo/dvu-* (*dva-zhdy*, *dvoyaki*, *dvuznachnyi*), *dvoe-/dvoyu-* (*dvoevlastie*, *dvoyurodnyi*), *dvukh-* (*dvukhyarusnyi*), *oboe-* (*oboepolye*), *parn-* (*parnaya avtopoilka*), *dabl-/dubl-/dupl* (*dabler*, *dubler*, *duplekc*), *tu-/tvin* (*tustep* ← *twostep*, *tvindek* ← *tweendeck*), and French by origin *de-* (*pa-de-de* ← *pas de deux*).

These exercises are designed for students of different levels of language proficiency using ICT and pursue the goal to develop the skills of semantic analysis and a feeling of a good native form. In all the exercises below, the most frequently used expressions with numbers in French everyday speech on agricultural thematic areas were used. The peculiarity of the translation of such a type of texts is that knowledge of the real situation they relate is always required for their understanding and, therefore, the correct translation as in Russian there is no equivalent term. If the student does not know, he / she should either learn it during the preliminary independent reading of the text, or get it from the teacher when reading the text in class.

Second type of word combinations with numerals is also more or less easy to translate. We composed this group taking the expressions with the intensification function. For example:

5) *Champs-sur-Marne : le château **se met sur son trente et un** pour «Le Grand Réveillon» (Champs-sur-Marne 2018);*

6) *Est-ce que changer les modes d'élevage coûterait bien plus cher ? Pour les éleveurs, tous élevages confondus, on estime le coût à 250 millions d'euros. Forcément, cela devra se répercuter sur le consommateur. Là aussi, je dis qu'il ne faut pas se précipiter parce qu'on n'aura pas le temps de changer. Le consommateur ne sera pas prêt, l'agriculteur ne sera pas en capacité de faire évoluer son outil de production **en deux temps trois mouvements**. Cela nécessite de faire évoluer des choses dans les bâtiments, cela nécessite de la surface, cela nécessite des développements d'exploitation qui s'anticipent et se préparent (Decerle 2018).*

The example (6) had a stylistic discussion after its inner form being explained as “the pace of a waltz”. There is Russian calque expression “v tempe valsa”. The aim of the teacher was to let students perceive its stylistic inadequacy and to prefer a neutral form (“*mgnovenno*”).

All of these numbers are bursting in like intensifiers and are barely explainable, but are easy to interpret, for example, our students understood and translated immediately and correctly the following fragment where the set phrase is a tool for implicit senses and humorization of a journalistic text:

7) *Et si vous entendez votre fils tenir des propos sexistes (un jour, le mien a dit qu'il ne jouait pas au foot avec les filles parce qu'elles étaient moins douées et qu'elles pleuraient trop), il est préférable de ne pas le réprimander. [...] Rien ne sert de leur en parler en tête-à-tête **tous les trente-six du mois**: il vaut mieux en faire une composante habituelle de vos discussions familiales, sans pression aucune (Moyer 2018).*

This non-existing date (*every thirty six of a month*) normally means “never” (here: “rarely”). The teacher can go further

and present the other set phrases: *voir trente-six chandelles* (“being knocked out”); *Il n’y a pas trente-six solutions* (“There are not thirty six solutions”); *Faire trente-six choses à la fois* (“Do thirty-six things at once”); *être au (dans le) trente-sixième dessous* (“to fall” (of a play); b) “to be in distress; to reach the poverty”.

Armed with such knowledge, students understand and interpret such expressions as *la semaine de quatre jeudis*? par exemple:

Les commentaires allaient bon train, ce jeudi, sous les arcades. Comme d'ailleurs tous les jours de marché qui pourraient s'apparenter, pour ceux qui les vivent, à la semaine des quatre jeudis. Mais là n'est pas l'essentiel (Pavillon noir 2018).

The students translate them correctly removing imagery not typical of the Russian language.

It develops creative thinking and strengthen students’ knowledge in the field of intercultural studies.

At the same time it is an interesting topic because intensifiers are subject to desemantization and resemantization, for example:

8) *Le canton de Levroux aura au moins gagné, à l’échelle du département la palme du nombre de communes en atteignant le chiffre symbole indrien : 36. Dire qu’il a fait voir trente-six chandelles à ceux qui ont opéré son découpage, serait sans doute exagéré mais ce qui était compliqué pour le nouveau canton à réaliser, émanait avant tout de la logique arithmétique qui imposait 17.000 habitants, à plus ou moins 20 %. (Levroux 2015).* Here we see the actualization of two meanings: it means the real number of communes and then, “difficulties”;

and of course, of demetaphorization, for example:

9) *Cela fait trente-six chandelles que Pascal et Françoise Magnien se sont installés à Gaillac (Les Magnien’s 2017)* Here we would expect *thirty-six* to mean “a lot” (of time), but it indeed means “36 years”.

A stable expression can be well known and well translated by bilingual dictionaries, it is the case of *ne pas aller par quatre chemins* (“speak openly; procede directly”):

S’exprimant devant le Sénat, le jeune ministre de l’agriculture n’y va pas par quatre chemins: «le premier obstacle à la solution du problème agricole est le conservatisme de la profession elle-même qui offre à toute réforme, à toute entreprise de rénovation» (Kerorguen, 2018).

The prior discussion on typical peasant mentality gave the right answer (*priamo skazal*) without dictionaries.

One of the main questions is to feel an approbation or disapprobative connotation in the use of a set phrase and to evaluate and to measure the need to express it. For example:

Le discours prononcé par Emmanuel Faber lors de la remise des diplômes d’HEC en juin dernier a enflammé la toile et illuminé les cœurs. Evoquant de poignante manière la pathétique et édifiante histoire de son frère, égrainant en chapelet les valeurs auxquelles l’entreprise moderne et responsable doit prétendre, le juvénile et charismatique patron du groupe Danone a fait un tabac. Neuf minutes d’intervention filmées avec habileté à la six-quatre-deux et mêlant confidences familiales, réflexions inspirées sur l’engagement des dirigeants, considérations morales sur la marche du monde et le nouvel ordre planétaire qui doit prévaloir. Le tout bien enlevé, juste, émouvant, visionnaire (Brunat, 2016).

At least twenty units bearing approbation, isn’t it too much? Indeed, the end (*Et mis en ligne, comme par hasard, sur le compte Youtube officiel de Danone*) was disappointing, the author showed that the brilliance was too much thought beforehand, it was a well-prepared impromptu. So, the students took the result of the analysis into consideration and were significantly more restrained in expressing emotions. Some even tried to convey the ironic nuances.

Discussion

Many years of work in translation groups led us to the conclusion that the main difficulties in translating into Russian as mother tongue are the following:

- insufficient ability to soliloquize in mother tongue;
- inability to translate and analyze at the same time;
- the tendency to choose the word translating the first meaning of the French word / word combination or to put a known equivalent of some of the meanings the unit to be translated without correlating it with the entire content of the text;
- use of stylistically incorrect Russian units;
- lack of skill and willingness to use reference material to understand the true content of the text.

We propose to begin training with a general understanding of the content of the text and a preliminary presentation and an analysis of it in the native language, followed by the translation of its smaller components. We propose a term for such a system of building exercises to teach translation from components to text – building in “ascending order”.

We assume that the advantage of this method for adult learners is the obvious lack of direct attachment to the French form in order to express the content with units dictated by Russian norms (told during the prior discussion or heard from the teacher before the translation), using those necessary turns and expressions proper to Russian language in the given situation.

We propose the term “top-down procedure for building a system of exercises” to teach translation going from the whole text to its components.

It is a sequence of activities in teaching translation into the native language aimed at understanding not only the content of the text but also its presentation in Russian.

After a preliminary reading of the text students have to do the following:

- To retell and explain what they have understood and remembered in Russian. The implicit task is to “clear” the content

of the form of a foreign language and “pour” it in the form of mother tongue avoiding direct reference to foreign language forms;

- To answer the questions of the teacher on the content of the text in Russian. The task is to “slip” the necessary units of the Russian language to the students in the proposed questions and to identify the components of the content they do not understand;

- To speak to the group about events related to this text in Russian or foreign language. The task is to provide background knowledge necessary for a full understanding of the text);

- To suggest translation of phraseological units, idioms, set phrases (in this case, with numerals) based on the analysis of the text. The task is to make students remember the non-contextual translations of phrases, analyze their relevance in this text and find the most appropriate translations, some of which having already been used during the prior analysis in Russian;

- To translate the text orally (sight translation, classwork) or in written form (homework). The homework can include to select the units, which translation does not correspond to the dictionary meaning of the set phrase and requires the involvement of the entire text’s meaning;

- To make a brief written or oral presentation of the text in a foreign or Russian language. The task consists in teaching students to summarize the content of the text, highlight its main points and be able to use meaningful and stylistically correct language units.

It is necessary to consider not only the traditional semantic, stylistic, contextual criteria, but the criterion of the frequency of use of a language unit in the target language, the functional criterion, the criterion of the category of addressee, the criterion of the multi-paradigm character that will ensure a correct, adequate understanding of the author's implicit meaning, his humor if any. Thus, the translation of set phrases containing numerals in agricultural issues provides with the secondary, humorous overtones.

Typological and methodological bases of translation include such problems as the establishment of partial equivalence of units or its absence, as well as the issues of methods and techniques of translation, the category of the addressee, the situation of translation, the ratio of intentions of the author of the text, translator, recipient, overcoming the problem of "false friends" of the translator

As a result, there is a need to consider the components of the French and Russian texts in the aspect of translation linguistics, based on translation concepts, systematization of translation methodology, new data on translation transformations and other components of the competence of the translator of a special text.

Further research of this scientific problem is seen in the direction of translation linguistics, contrastive linguistics, text linguistics.

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SIMULTANEOUS INTERPRETATION QUALITY UNDER STRESS

Dmitry V. Balaganov

*The English Department (as the first language)
Military University of the Russian Defence Ministry, Moscow, Russia
dmitryrus@yandex.ru*

Abstract. This article is dedicated to the influence of stress during the simultaneous interpretation process. It shows major parameters of the psycholinguistic experiment undertaken by the author. It aimed at establishing the extent to which the state of linguistic consciousness of a simultaneous interpreter is altered due to the increased stress load. In the article, the author provides the results of the experiment, draws conclusions and makes an assumption that during the simultaneous interpretation the state of an individual's linguistic consciousness is altered. This fact should be taken into consideration when training future experts in simultaneous interpretation as well as by practicing interpreters when preparing to carry out their professional duties.

Keywords: Simultaneous interpretation, stress, altered states of consciousness, cognitive modules, cognitive load

1. Introduction

Many researchers of stress (Kurz, I., 2003; Tart, C., 1986) occurring in certain types of activities assume that stress is a negative physical and emotional response that manifests itself in the conditions when the requirements for the activity do not meet the capabilities, resources or needs of the actor.

In the case of simultaneous interpretation, considerable number of scientists believes that as perception, comprehension, transcoding and verbalization in simultaneous interpretation go almost in parallel and under acute time pressure, such an interpretation task must create substantial psychological and physical burden to the individual (Tommola, J., Hyönä, J., 1990: 180). Besides, they think that an interpreter has to be capable of operating under stress for quite some time (Longley, P., 1989: 241), to retain cold head under heavy pressure of the situation (Roland, R.A., 1982: 13), to have been set for success working in adverse

conditions (Coughlin, J., 1988: 359). Therefore, the combination of objective and subjective factors accompanying the simultaneous interpretation affects the quality of the activity, as the state of the linguistic consciousness of an interpreter is altered (for more detailed information about altered states of linguistic consciousness, see (Spivak, D.L., 2000).

Regardless of the difficulty of the interpretation situation (objective factors), the subjective assessment of it by the individual as stressful remains an important factor affecting the interpreter. Experienced simultaneous interpreters work out immunity to negative effects of the simultaneous interpretation and control their psychoemotional and physiological parameters during the interpretation task. Some of them do not even react to higher stress load.

This research was embarked on for the first time in the psycholinguistic science and dealt with the altered state of the linguistic consciousness during simultaneous interpretation. The outcomes will be incorporated in the process of training simultaneous interpreters focusing especially on the psychological calibration and preparation of individuals, which has never been done before.

2. Objectives

For a more detailed and comprehensive outlook of the cognitive processes dynamics in the simultaneous interpretation under stress load, we have embarked on the attempt to arrange a psycholinguistic experiment. The outcomes of the experiment will also help explore the change in the quality of the interpretation with a more stress load and attempt to provide for the options to offset the influence of stress.

The aim of the experiment was *to examine the alterations of the state of linguistic consciousness with a more stress load and to subsequently develop, on its basis, the methodology to prepare the interpreter for further activity and optimize the work of cognitive modules of his/her linguistic consciousness.*

3. Methodology

Before the experiment, the participants had to answer a questionnaire that determined their proficiency level in terms of simultaneous and other types of interpretation. The topic of the speaker to be interpreted was made familiar to the participants in the experiment the day before so that they could get prepared for the simultaneous interpretation. Immediately prior to the active phase of the experiment, an ECG check was done to control the condition of the interpreters.

The task placed in front of the interpreters was to interpret the audio recording of the speaker (UN Secretary General Ban Ki-moon at the OSCE Permanent Council in 2010) from English (foreign) into Russian (mother tongue). The duration of the speech was 21 minutes and 45 seconds, which is a standard temporal interval for the work of interpreters in the booth. Amplitude modulation was applied to the volume of the speech, and the interpreters were not allowed to adjust the volume for a more comfortable perception through the auditory analyzer.

We used the peculiarities of auditory analyzer functioning to put a higher stress load on the simultaneous interpreters.

Immediately after the active phase of the experiment, an ECG monitoring was made for all the participants to control their post-experimental state.

During the simultaneous interpretation, ECG was continuously applied to monitor the state of the interpreters, their activity was recorded not only on the audio-recorder, but also by the video camera for further analysis of non-verbalized expressions.

The following groups of individuals were involved in the experiment: a) 5-year students of a linguistic educational establishment, who had started their simultaneous interpretation studies but had not yet had practical experience, however, having good consecutive interpretation skills (non-professionals); b) lecturers of the English department of the linguistic educational establishment, who had simultaneous interpretation skills and some practical experience, however, working on the irregular ba-

sis (semi-professionals); and c) simultaneous interpreters who had graduated from a linguistic educational establishment and worked with simultaneous interpretation on the regular basis (professionals).

None of the participants in the experiment had been familiar with the topic before, therefore the topic itself manifested a considerable difficulty for them. Also, the stress load was aggravated with the pronunciation of the speaker (UN Secretary General is a citizen of the Republic of Korea). The speech was delivered at a moderate rate, thus, not applying extra difficulties on the interpreters' operation.

Hardware support

In order to play the speech and record the interpretation, we used a PC with Windows 95 operating system and Windows Media Player and Sony Sound Forge applications. The work of the simultaneous interpreters was also recorded on a video camera.

For ECG monitoring of the state of the interpreters, a Bio-Mouse hardware system was used. It was developed by NeuroLab Russian-based company together with relevant software to interpret the results gathered.

4. Result/Findings

When processing the results of the experiment, we took the following showings into considerations:

- lexical mistakes (interpretation options of an individual that, while not changing the core meaning of the phrase, went beyond the co-occurrence with other words),
- semantic mistakes (distortion of the meaning of the phrase that led to misunderstanding of the source text),
- compensation (a strategy aimed at bridging an interpretation gap and finding a proper place in the text for the previously uninterpreted chunk),
- incomplete syntactic constructions (an incomplete phrase in the target language related to the lack of time or knowledge the interpreter had),

– omissions (instances when the interpretation of a chunk was missing due to certain reasons based on the interpreter's assumption that it was impossible or inappropriate to produce his/her own interpretation option),

– heart rate.

Following are the stagewise results of the experiment.

Stage 1 (4 minutes) – the volume unchanged

Stage 1 was characterized with the absence of additional stress load. The interpreters are under the influence of ordinary cognitive load related to the simultaneous interpretation.

Having analyzed the results gained at Stage 1, we calculated the number of the mistakes (the total number of lexical and semantic mistakes varies from 3 till 7) and omissions (from 1.4 till 7.7), as well as incomplete syntactic constructions (0-3). The heart rate of the professional interpreters increased only slightly, which shows that they were able to cope with the initial stress load originating from the need to simultaneously carry out several cognitive tasks.

As a result of the high-quality simultaneous interpretation, the professional interpreters showed his/her ability to smartly allocate cognitive efforts at simultaneously involving several cognitive modules as well as his/her emotional resilience to natural stress load. Such abilities and resilience are achieved by regular training, both linguistic (preparation for the specific translation situation) and psychological (a set of exercises on psychological calibration).

In the case of the semiprofessionals, these quantitative figures were similar to the ones of the professional simultaneous interpreters. This peculiarity must be explained by the fact that well-trained and mastered consecutive interpretation skills formed the basis of the transfer to a new, more complicated level of interpretation. The heart rate of this category of the subjects underwent only slight changes. All semiprofessional interpreters as well as professional ones were able to demonstrate adequate simultaneous interpretation at Stage 1.

The 3 showings of the non-professional interpreters appeared far lower in comparison with the professionals and semi-professionals. We witnessed the rise in the mistakes they made, the amount of the omissions sharply increased (7.9-15.3), there were numerous incomplete syntactic constructions (from 1 till 6). Considerable parts of the speaker's text were left uninterpreted. The heart rate of the non-professionals fluctuated somewhat more in comparison with other groups of the interpreters.

Stage 2 (4 minutes) – with -30 dB modulation

Stage 2 was marked by an additional stress load by introducing the speaker's oral intervention with -30 dB volume modulation. In this situation, the interpreters' cognitive modules are additionally affected, which could lead to the altered state of linguistic consciousness.

Professional simultaneous interpreters, when put under excessive stress, preferred to generalize the information. Despite the additional load, they managed to properly shape their target language phrases, in general, avoiding incomplete syntactic construction (0-1). The range of the heart rate fluctuations of the professional interpreters was wider than at Stage 1.

Semiprofessionals found themselves in more complicated conditions. Not having the abilities to properly allocate the cognitive efforts, they failed to successfully cope with the interpretation task at Stage 2. The number of their mistakes (from 7 till 18), together with the omissions (13.0-18.9) and incomplete syntactic constructions made (2-7), supports the fact that the linguistic consciousness of the interpreters was changed at this Stage.

The interpretation of the non-professional simultaneous interpreters sharply decreased at Stage 2. Uninterpreted were left entire super-phrasal unities. In places that were especially difficult for the interpreters to understand, they chose to leave the phrases unfinished. In general, the non-professionals were unable to properly allocate the attention between the cognitive modules at Stage 2, which led to the chaotic choice of the source text portions to interpret. Sometimes, they guessed the interpretation op-

tions on the basis of separate words or expressions. The heart rate of both semiprofessional and non-professional interpreters was considerably above normal.

Stage 3 (4 minutes) – the volume unchanged

Stage 3 was characterized with lifting additional stress load. The interpreters are influenced with only ordinary cognitive load related to the simultaneous interpretation itself. Adaptation or restoration of unaltered state of consciousness is expected to occur.

In our view, general improvement of the results of all the interpreters is obvious.

After lifting the additional stress load, the professional interpreters somewhat reduced the number of the mistakes they made.

The professional interpreters allowed themselves to use omissions far less frequent. Even in case the interpreters had to omit a source-language lexical unit, they tried to compensate it in the target language or to mitigate the loss of important information. In our opinion, such showings, obviously, demonstrate the ability of the above-mentioned interpreters to control, more effectively, their psychoemotional state under the changed stress load during simultaneous interpretation. They are able to properly allocate, in a timely fashion, their efforts between the cognitive modules.

In the case of the semiprofessional interpreters, we also witnessed considerable improvement of the interpretation quality. The number of the mistakes they made decreased. Far less frequent, the interpreters omitted the information they perceived from the speaker's intervention. The amount of the incomplete syntactic construction, that was previously the case at Stage 2, reduced considerably. In our view, it is related to the fact that lifting additional stress load enabled the semiprofessional interpreters to switch their efforts between the cognitive modules much better, which made their interpretation better, in general. However, despite the improved showings at Stage 3, the semiprofession-

als failed to fully achieve the level of interpretation they demonstrated at Stage 1.

Watching the non-professional interpreters working, we found that, in general, they managed, to some extent, to reduce the amount of the mistakes and omissions they made. Far more seldom, they used incomplete syntactic constructions, though they remained quite numerous. The quality of their interpretation was still rather low.

The heart rate of all the interpreters restored, to some extent, and came close to normality.

Stage 4 (4 minutes) – with +30 dB volume modulation

Stage 4 featured additional stress load, with +30 dB volume modulation during the speaker's intervention. We expected to witness the interpreters' linguistic consciousness altered again.

At Stage 4, when additional stress load was introduced, the interpreters showed different quantitative results.

In the case of the professional interpreters, who made, in general, fewer mistakes, only the P2 subject showed the rise in omissions. The rest of the subjects more seldom tended to omit the source-text information. This fact must show different resilience of the nerve system of the professional interpreters to additional stress factor.

The semiprofessional interpreters, unlike the professionals, demonstrated more homogenous results. We witnessed general decrease in the number of the mistakes and omissions of the information. The quality of their interpretation kept on gradually improving.

Quite different were the results showed by the non-professional interpreters. So, the NP1 subject showed virtually zero dynamics on the number of mistakes (9), omissions (from 15.9 till 15.1) and incomplete syntactic constructions (1). We deem it probable that there was a leveling of the additional stress load influence with the potential the subject gained at the adaptation phase at Stage 3.

The heart rate showings of all the groups of the interpreters as well as their interpretation quality are somewhat different. It must happen due to the general fatigue and accumulated stress.

Stage 5 (6 minutes) – the volume unchanged

Stage 5 was characterized with lifting additional stress load. The interpreters are affected by ordinary cognitive load related to the simultaneous interpretation. We expected the restoration of the normal state of the linguistic consciousness.

The professional simultaneous interpreters showed different results. So, the P1 and P2 subjects demonstrated general decrease of the information omitted (4.0 and 3.2 respectively), with the number of the mistakes increased (+3 and +6). The subjects must have tried at this Stage to most fully retain the original phrases of the speaker. However, the subjects not always managed to produce adequate interpretation options. Nevertheless, we need to note that this fact also points out to the absence of any altered state of the linguistic consciousness of the above-mentioned subjects and to the higher quality of their interpretation.

Another trend was demonstrated by the P3 and P4 subjects. Their quantitative showings point out to the rise in the number of both mistakes (+1 and +3 respectively) and omissions (5.3 and 7.2) during the simultaneous interpretation at Stage 5. These results testify to a certain alteration of the linguistic consciousness of the interpreters and to the lower quality interpretation quality. We opine that this is the result of the fatigue accumulated during the interpretation process and of the lower resilience of the nerve system to the need to carry out simultaneous interpretation for a long period of time.

Most of the semiprofessional simultaneous interpreters demonstrated the same trend as the P3 and P4 subjects did. So, the SP1 and SP3 interpreters showed the rise in the mistakes (the SP3 only: +2) and the omitted information (13.7 and 13.5) during the simultaneous interpretation at this Stage. We think that this phenomenon is caused by the accumulated fatigue and inability

of the interpreters to tune their nerve system for prolonged periods of work as simultaneous interpreters.

Special attention was paid to the showings demonstrated by the SP2 subject. He managed, at the same time, to decrease the number of the mistakes (-2) and omissions while interpreting the speaker (6.0). This fact shows that the interpreter succeeded, being under additional stress, to properly allocate the cognitive efforts and to improve the interpretation quality. Furthermore, it points out to the restored state of linguistic consciousness of the interpreter.

In the case of the non-professional interpreters, we noted the general increase in the mistakes (NP2: +5, NP5: +3, NP6: +3) and the omissions of the original information (23.2; 24.1; 25.3 respectively). Such trend shows general fatigue of the interpreters that was caused by the durability of the simultaneous interpretation itself even without additional stress load.

The heart rate showings were above normal as, in our view, despite the absence of additional stress factors at this Stage, general fatigue and accumulated stress affected the functioning of the interpreters.

5. Discussion

Making our analysis, it is noteworthy that the initial hypothesis that we made before the start of the experiment has been confirmed only partly.

The first assumption that different groups of the interpreters would respond differently to the interpretation task has been confirmed by the results of the experiment. We clearly showed that the simultaneous interpretation experience, the integral major part of which is the acquired ability of an interpreter to properly allocate, in a timely fashion, the efforts between the cognitive modules of the linguistic consciousness, plays a key part in the successful accomplishment of the simultaneous interpretation task.

Our assumption that the increased stress load at Stages 2 and 4 would lead to the altered state of the linguistic conscious-

ness of the interpreters has got only a partly confirmation. It is noteworthy here that, indeed, we witnessed lower interpretation quality of all the interpreters at Stage 2 and an altered state of consciousness that were caused by increased stress factor. However, at Stage 4, we see that there are some exceptions from this assumptions related to the adaptation phase achieved by some of the interpreters and to their acquired immunity to stress.

In the absence of the additional stress (Stage 1) and after lifting it (Stages 3 and 5), we witnessed different trends in the state of the interpreters' linguistic consciousness.

At Stage 1, as we have mentioned above, due to the different experience in simultaneous interpreting, we noted different states of the linguistic consciousness of the interpreters. The professional and semiprofessional interpreters had it unaltered whereas the non-professionals' consciousness underwent certain alteration.

Despite the lift of the additional stress load at Stage 3 and some improvement of the interpreters' showings, only the professional interpreters managed to adapt to the situation of the simultaneous interpretation. The semiprofessionals, though demonstrating considerably better quality of the interpretation, failed to fully restore the state of their linguistic consciousness. As far as the non-professionals are concerned, we noted certain improvement of their showings that, however, did not enable them to increase the interpretation quality, which points out to the fact that their state of linguistic consciousness remained altered and they failed to achieve the adaptation phase.

Stage 5 featured accumulated fatigue of most of the interpreters that was caused by the necessity to interpret simultaneously for quite a long period of time. This fatigue resulted in the inability of the subjects to show the improved results and, in the case of the non-professionals, we continued to witness the altered state of the linguistic consciousness.

Based on the analysis of the changes in the functional state of the interpreters, we claim that *during the simultaneous inter-*

pretation, the qualitative change occurs in the functioning of cognitive modules of the linguistic consciousness, which points out to the alteration of the state of consciousness of the simultaneous interpreter.

Currently, we are exploring a number of options provided in the works of some researchers (Beznosyuk, E.V., Smirnov, I.S., Zhuravlev, A.L., 1995; Medvedev, V.I., 1982; Tarasov, E.F., 1988) to restore the normal state of consciousness of the simultaneous interpreter and to improve the quality of the interpretation using the linguistic approaches, psychophysical and psychological stimulation of the consciousness and subconsciousness.

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DIGITAL BRANDING: GLOBAL AND CROSS-CULTURAL IMPERATIVES

Nina Trubnikova

*Faculty of Economics, Peoples' Friendship University of Russia,
Moscow, Russia
ninavdimovna@mail.ru*

Abstract. The article explores the contemporary state of the new communications technology of digital branding and the conditions of its development in Russia and in the world. The author links the main directions of digital branding to the characteristics of the audience and the new status of consumer in interactive communications as well as with new forms of creative content determined by such features of the Internet medium as multi-mediazation and multi-channelization. Professional account of national and multicultural features optimizes growth, and efficient combining of standardization and adaptation tools remains an important branding task, both on- and offline.

Keywords: digital branding, Internet advertising, promotion, content, intercultural communication

1. Introduction

Development of informational technologies and communicating information is an inalienable part of progress in the modern society. Total computerization in the business sphere brought

about the creation of integrated informational systems, while the sphere of users' communication came to embrace informational exchange via all manner of mobile gadgets. Today, every second inhabitant of the planet is a net user. Such high popularity of the new informational medium among the target audiences urges the marketers and brand-managers to work in new spheres and prompts them to look for new ways of managing multifarious digital communications.

The new stage of communicational revolution was marked by the XXI century advent of the social and internet media which started pushing their traditional counterparts into narrow niches. The main mass media landscape is already occupied by digital carriers of mass communications, that is to say – these carriers assume instrumental functions of developing and popularizing of brands.

A brand, too, must act simultaneously and in integration, both on- and offline, employing both digital and more habitual means of promotion. Digital medium has allowed brands the possibility of direct communication with their audiences but has also become one of the main causes of informational overload which means that brands find it increasingly more difficult to attract and hold the audiences' attention (Zborovskaya, M., 2015: 38).

In these circumstances digital branding comes to the fore. Digital branding is a communicational technology which forms a brand with the help of internet tools. In other words, this concept is understood as the type of branding which is exercised online. Today, this concept embraces the entire set of enterprises connected with creating a new brand or promoting an existing one on the Internet. Digital medium has not changed the basic aims of branding, only the means of achieving those. The brands acquire increasingly wider possibilities of establishing long-term relations with their consumers.

There are general comprehensive approaches to working out brand strategies in digital medium, as well as of their correction, linked with demographic, territorial, cultural and other vari-

ables, characteristic of concrete conditions of brand creation and development. It seems important to take into account the age of the consumers and their digital experience. There is certainly a world of difference between the competences of the digital natives and their more senior counterparts.

These latter ones who were born into a non-digital world and mastered the new technologies in their adulthood, are aptly termed “digital immigrants” by Mark Prensky (Prensky, M., 2009). John Palfrey and Urs Gasser continue the discussion of the generations, using the description “born digital” and “digital generation” when they talk about the digital aborigines who are permanently present in the virtual world and keep in touch via social networks (Palfrey J., Gasser U., 2008). Neil Howe and William Strauss (Howe N., Strauss W., 2000: 24) introduce the term “millennial” to emphasize the time of this generation’s social activity. Widely discussed today are also the characteristics of the Y, Z and Alpha generations.

For establishing successful contact with the new generation target audience, brand managers and PR specialist are to adhere to a number of rules and principles. The first rule is informational presence in all the numerous digital formats attracting the audience’s attention in an integrated fashion. The second rule is constructing brand image in accordance with the audience’s targets. The third principle is the use of comfortable, digitally-adapted visuals with all the relevant digital design features. The fourth rule is creation of the brand’s history by means of storytelling instruments – one that fits into the historical paradigms of the digital generation. These constituents become pivotal for brand promotion in the digital medium.

An important feature of the digital medium which dictates strategies of digital branding is application of new metrics characterizing the audience’s behavior. The cardinal changes can be described as the following: the consumers’ actions are registered in real time and the payback of particular marketing activities is determined with a high degree of precision; conversion is in-

creased thanks to more precise target instruments. Today Russian marketers favor an ever greater amount of targeting instruments. Those are not solely social-demographic characteristics but also geolocation, time, as well as network-behavior-determined individual preferences-based data. Generally, network user data-based targeting can be viewed as determining the digital future, as it embraces a greater audience and reflects important characteristics of the users. Digital medium work principles stipulate that the audience's communication experience with the brand is no more passive. The users are the key resource which the brand's formation depends on. Thus, channels C2C, B2B and B2C are established. It is the consumer who, supplied with various means of bringing his opinion about goods or services home to many, becomes the main distributor of marketing communications.

Digitization allows for economical creation of communicational messages which are impossible to generate by means of traditional technology. For instance, making an electronic newsletter is considerably cheaper than a paper one.

Digitization, however, presents certain barriers for effective communication. Through digital communications, individual escapes constant pressing generated by the centralized media, as the latter cease to carry any information he could find of value, instead creating their own individualized medium (Kolomicz, V.P., 2009).

The users now also become creators of content for the brand, thus contributing to the brand's formation. Information about the brand presented in any format, placed on digital platforms and spread by means of social media marketing tools can become content – be it a text, a visual image or an audio recording. Thus, against the backdrop of traditional media, the new ones win in terms of multimedia presentation of material. New digital conditions prompt such diversified trajectories of individuals in the sphere of media-landscape that applying traditional advertising schemes becomes impossible. The opposition of the central-

ized mass media and the personalized media sphere is manifested in the upsurge of social media development.

Changing media environment brings about changes in media-consumption culture, broadening possibilities for innovation and individual experimentation in this sphere. The users do not only contribute to the formation of a brand's status but also participate in creating of products (Chaffey, D. Et al., 2009). Thus, customization and personalization become a key trend in the digital epoch. It is just the type of content, its meaningful side that establishes approaches to its promotion. Classification of Internet advertising as one of the instruments of digital branding, is a methodological issue, important for assessing volumes and dynamics of the digital communications market.

Today there exist multiple criteria for singling out segments in internet advertising: type of advertising information (a textual message, a "window", a banner, a textual-graphic message, video streaming, branding, a special project etc), delivering device (a computer, a mobile gadget, smart TV etc), price-formation/payment method (for a click, for visiting the site, for an action etc), source of information about the user for targeting adverts (a search inquiry, questionnaire data from social networks, offline sources) etc. The habitual division of internet advertising into "media-" and "context-" ones does not always reflect the true situation: such an approach is liable to lead to borderline situations when a particular kind of advertising is hard to include in one of the two habitual categories. The criteria of including advertising in one or another sub-segment have not been definitively formulated. When the market learns to measure all accessible screens of content consumption (desktop, mobile devices, smart TV, television) and combine their results, digital branding will make a qualitative leap. Today it is possible to diagnose change in the model of consuming advertising information with the help of mobile gadgets. The mobile market is justly considered the market of new possibilities and the main point of growth of digital branding. The penetration of gadgets into the everyday life

specifically changes the structure of advertising message delivery. Delivering a personalized message to a concrete consumer within the framework of mobile gadgets acquires great value (Radkevich, A.L., 2017: 223). The reason is greater involvement in consumption as well as higher level of trust in what is shown on the mobile gadget's screen and the possibility of adaptation to the user's inquiry. In the mobile medium there arise new formats of ad placement which oust the old traditional banner internet advertising – and practically all the globally used formats are presented in Russia today. On peak of its popularity is currently mobile video which remains the main trend and simultaneously growth drive for the mobile segment as a whole. The players of the Russian market confirm the readiness of their clients to invest in mobile advertising along with deepened cross-media digital analytics which will allow to understand the structure of expenses and predict efficiency (Kazaryan, K.R., 2017: 137)

In such conditions, advertising must employ entertaining online formats, and gamification has already become one of the most important fields for the marketers (Zichermann, G., Linder. J., 2013: 66). Already a decade has passed since the researchers started arguing the point that the most efficient advertising is the one that seeks to engage the consumer in the process of spreading ad messages, as such advertising is interactive. Native advertising which is not identified as mental pressure directly calling to buy, has within 2-3 recent years become a global trend. In Russia, too, the benefits of the format which organically fits into content, have been appreciated (Nazarov, M.M., 2010: 35) Viewed by the players as the determining trend are the amplified possibilities of visual content provided by technologies of virtual reality (VR), or augmented reality (AR). All these instruments are actively used in digital branding.

In the conditions of direct access to the best market offers, digital audiences manifest difficulties in the process of loyalty formation. Communications models realized in traditional media have undergone significant changes. Thus, the popular classic

communications model AIDA (Attention, Interest, Desire, Action) has also experienced modifications connected with the newly acquired consumers' possibility to share experience via social networks, blogs, forums, mobile apps and other. In the modern conditions, this model is expanded to AIDAS where the final S (Share) stands for the wish to share content in the digital medium after the purchase.

Another popular modification, AISAS, is actively applied, in particular, by the Japanese advertising-communications group Dentsu. According to this model, modern user, having passed the two habitual stages of Attention and Interest, starts actively searching for information about the product online (Search). Rational search is easily replaced by romanticized desire readily awoken by traditional advertising but practically lost as a stage of communicational process in the multi-factored digital medium. Then the consumer purchases the product in an online- or regular shop (Action) and, finally, shares his impressions of the product with other people in the digital medium (Share), as in the above mentioned model, AIDAS. Thus, having shared his opinion about the goods on the final stage of communications, one buyer helps another on an earlier stage – the one of Search, attracting his attention (Borisov, I., 2018). Digital interaction with the audience today is based on the advantages of targeting, when digital platforms allow for showing ads exclusively to the supposed target audience, while social-demographic characteristics help to determine the size of target audiences present in the social media. Special program products make it possible to evaluate the place of the brand on a digital platform according to the level of digital involvement, as well as distinguish between purchased, own and earned media.

While analyzing digital branding, one has to take into account the processes of standardization and adaptation, which brands undergo when they enter international market or change the country of promotion. National specificity of digital medium based on cultural differences is a poorly researched factor. It is

also essential what type of gadgets, services and content the consumers use. In many countries, including Russia, there exists an automatized transfer from globalized apps to those more oriented towards a certain country and market niche. Yandex is highly advanced in this respect, as it is honed to cater to the domestic audience. It provides specific local information and helps the users navigate through it. Yandex creates services and operative search projects to fit the needs of a concrete audience (Petrova, E.I., 2014: 130) For instance, at present they are connecting to hyper-local services.

This also concerns social media for everyday communication. Thus, VKontakte is a social network which today can be called one of the most successful domestic projects holding the leading position among the Russian users.

Adaptation processes in branding depend on multiple factors, like the level of openness towards technological innovations, the degree of individualism within the framework of national character, communicational forms and models (Karyakina, K.A., 2010).

As representatives of different national cultures, consumers seek to personalize the surrounding environment and require from brands greater possibilities in this respect. From the point of view of participation in creating and distributing content and the brand's history (the so-called storytelling, which is especially important, e.g., for luxury goods), consumers-storytellers are divided into three main types according to their national specifics. Thus, the Chinese storytellers can be characterized as "essayists". Such consumers are some of the most deeply involved in online communications where they learn, share their own experience and act as the brands' advocates. Russian consumers have been called "autobiographers". They favor everything new, seek fame and beauty, employ modern digital means to create their own image. The brands help them gain popularity in social networks. The Middle-Eastern storytellers, dubbed "free poets" are ready to create and manifest themselves. Besides that, it is important for

them to find some rational reason for having to purchase luxury goods. The digital medium allows them explore new brands.

Thus we have seen that digital communications are a manifestation of globalization of modern culture (Sinclair, J., 2012: 29). The architecture of the Internet erases distances between different intercultural groups and allows for quick informational exchange in real time, at thousand kilometer distances. This makes digital branding a convenient instrument, which in full measure reflects the global and the local, the national and the international, while achieving tasks of brand promotion as well as those of effective cross-cultural communication.

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PROFESSIONAL COMMUNICATION PARTICIPANTS' COMMUNICATIVE TACTICS IN INTERCULTURALISM

Galina V. Makovich¹, Ekaterina V. Nagornova²

¹ Ural Institute of Management

*The Russian Presidential Academy of National Economy
and Public Administration, Ekaterinburg, Russia
galinavlad@yandex.ru*

² Institute of Foreign Languages

*Peoples' Friendship University of Russia, Moscow, Russia
katya-nagornova@yandex.ru*

Abstract. The research deals with participants' communicative tactics depending on the dominating type of joint activity. The study is based on the content analysis method, the communicative-diagnostic method; to study the communication process in a professional sphere the questionnaire survey method and the comparative method are used. The work reveals a set of communicative means which are regularly used in practice in a co-consistent type of activity. These means are defined in terms of their belonging to a regular communicative system – communicative technology.

Keywords: advertising technology, agitation, communicative practice, communicative technology, manipulation, professional groups, propaganda

1. Introduction

The foreign partners' speech culture is due to the joint activity forms that dominate in a certain way of life – patriarchal, industrial, and postindustrial and in cultures typical for each way of life.

According to the approach proposed by Professor L.I. Umansky, the joint activity form is the way of interaction between participants solving problems in groups (Umansky, L.I., 2001: 34). There are three basic joint activity forms: joint-interacting, joint-sequential and joint-individual (Arzhanukhin, S.V., Makovich, G.V., 2018: 51).

The joint-sequential form is characterized by the consistent inclusion of participants in solving problems and achieving the goal at a certain time. The result of each stage becomes the object of action for the next project member/performer. The intensity of actions and operations, their quality at each stage are relatively the same for performers. While moving to the next stage, the object of operations and actions undergoes changes; the next participant gets the object in a more complex form. In the joint-sequential form the manager's role is very important; the manager determines the "flow-line" interaction and is aware of all the activities to achieve the final result, in contrast to the participants. The manager splits the whole activity into separate operations or relatively simple actions and seeks a high quality performance. Technological discipline occupies the main place in the joint-sequential form. This form presupposes organizational inequality and professional stratification of project participants.

A joint-individual form of joint activity is characterized by the fact that a participant comes into the activity independently, but each individual activity segment is perceived by other participants as a complete activity that leads to a certain agreed result. Communication in this form can be reduced to a minimum or be stopped. Only the object to which the participants' activities are directed unites them. The focus is on an individual result. Each of

the participants determines the means, operations and actions to achieve the result.

The joint-interacting form of joint activity is characterized by the mandatory activity of each project participant at all its stages. Project participants are equal. Within the project phase, everyone takes part in solving problems; it leads to achieving the main goal. The measure of participation is always defined and clear. The effectiveness depends on the joint contribution of every participant, following group norm regulations. The general result is evaluated.

Intercultural interaction within the professional sphere is technological. A communication tool is a communicative technology. It allows to provide and monitor the professional communication effectiveness, which is fundamental for the activity success. Groups are communication links in organizations, the issue of cross-cultural communication in them is important, and this issue is one of the least studied in organizational communication. Also, the problem of organizational identity needs to be further developed. It helps to understand the behavior of people employed in the organization (Jones, E., Watson, B., Gardner, J., 2004: 728).

2. Objectives of the study

The aim of this research is to identify the interdependence between the joint activity form and the types of communication, the means to influence and to interact.

The research is based on the content analysis method, the communicative-diagnostic method; to study the communication process in a professional sphere the questionnaire survey method and the comparative method are used.

Communication must be considered as an implementation of a particular model with specific tools, means and activity algorithms that help to achieve a certain goal. This model represents the communicative technology – means, algorithms, procedures,

methods, which integrated application leads to the planned results.

Communicative technology – is a process of sequential, step-developed science-based solution of a problem. It has an organizational or social relevance. The communicative technologies help to manage the professional activity.

3. Methodology

It is worth considering the communicative technology in two aspects: the formal-descriptive aspect and the procedure aspect. The former involves the description of the goals, means, tools, algorithms. The latter examines the sequence of the component application, modifier conditions, and participants' characteristics.

The communicative technology is characterized by a high level of technical skills, which reduce the human factor impact on the communicative processes in the professional activity. The technological approach in communication allows to forecast the results, to control the process, and to raise the effectiveness. The communicative technology reduces the dependence of the results on the participants' communicative competence. Also it reduces the unfavorable influence on the person. The preconditions forming a unified communicative space in the professional sphere are created.

The intercultural communication should be based on the identification of the participants' basic joint activity form: joint-interacting, joint-sequential or joint-individual. These forms determine the communicative tactics, the technology of action.

In communication theory and practice there are a lot of ways, techniques to influence the recipient. They are used in professional communication as well. Being used systematically and comprehensively in order to achieve the predetermined result, they become a technology.

If a person chooses the joint-sequential activity form, effective communicative technologies are propaganda, agitation, manipulation, and advertising.

Propaganda as a technology of influence presupposes the imposition of some ideas, values on the interlocutor. Such statements are mostly ideological. They teach what is bad and what is good, what is right and what is wrong. This technology presupposes that the speaker has a clearly meaningful goal and a plan for its implementation.

Propaganda – an intensive communication, which allows to achieve results in a short time. Expressive means are very important in this technology. Exaggeration is one of them. The function of this means is emotional influence. Such messages are more easily absorbed and stored longer in memory. Due to the bright connotation of words propaganda succeeds. Propagandistic statements appeal to the negative emotions.

Propaganda leading means are hyperbole and litotes based on exaggeration. Opponent's viewpoints are exaggerated. In other cases, competing views are suppressed. Only the speaker gets the access to the addressee's consciousness. Special data are chosen to strengthen or weaken the argument. There is a clear unambiguous conclusion in the message.

Propaganda is a one-way communication. The addressee cannot discuss debate or intervene in the speaker's argument. He accepts the information. But the addressee's characteristics are important for the speaker. The latter makes the statements taking into consideration cultural and philosophical views of the addressee.

If the propagandistic utterance is meant to influence the addressee's consciousness, to correct the *weltanschauung*, the agitation technology is oriented to the formation of the addressee's behavior in activity. Agitation is more intense exposure, and this intensity is achieved by personal appeal to the addressee or by including the addressee in a small group consisting of people he

knows. The agitating statement determines the specific instruction.

Manipulative technology – is a hidden impact on the recipient's consciousness. It is less vigorous than propaganda and agitation. It imitates the possibility to think, analyze, make a choice independently; in fact the speaker has predetermined the addressee's actions. The dominating manipulation feature is the formation and distribution of images (Pocheptsov, G.G., 2002: 132). The speaker makes and distributes in advance some certain images of people, ideas, and objects. The image is built along the way of reinforcement and idealization of some particular properties, minimization and reduction of others. The speaker makes this decision alone. As a result, the images do not adequately reveal their essential features. The audience experiencing information and psychological impact is disoriented. It forms an inadequate world image.

The example of manipulative communicative technology is a discrete representation of reality, fragmentation into small elements, and then a kaleidoscopic presentation. The "limited time" idea is used. This time limit makes the detailed presentation of the event impossible; so it is presented as "one line". Also the replacement of an event with its detail is used. This means helps to save time; it reflects the event as the speaker intends to. The presentation of events by "one line" means is accompanied by their kaleidoscopic placement.

The events are selected on the basis of real or imaginary priority and the topic attractiveness for the audience or the speaker. It is often difficult to say what is real and what is not, whose interests the speaker takes into consideration. It leads to the inadequate world image formation. The events are not analyzed, not assessed. It allows to place them in any context as the speaker intends; and the time distance leads to subjectivity and arbitrary interpretation of the events in future.

Manipulative technology involves one more plane. It introduces the images-pictures representing the correct behavior at-

tributes, the correct actions to which the interlocutor is directed by the speaker-manipulator. The images-pictures contain the details that are perceived by the feelings: sense of smell, touch, hearing, eyesight and taste. The manipulating statement represents an image that causes exclusively positive emotions.

Advertising technology is aimed to inform the audience about 5-9 properties of the promoted idea. The main aim of such texts is to remain committed to the organization on the one hand, and to accept something new from the other. The new object features are positive, and sometimes they are exaggerated.

The information is presented as non-controversial. Negative features are not mentioned.

There are “arguments to trust” in such texts. They are references to reputable or famous persons who support the speaker’s ideas. The positive image of a well-known person is transferred to the promoted object.

The speaker can appeal to a successful group, which is already doing what the speaker recommends the audience. This technique is based on the man’s need to belong to a social group. In the group a person feels the need to stand out.

In a joint-sequential activity the length of communication participants’ speech segments is significant.

4. Results

In order to obtain the information on the effectiveness of the technologies in professional communication, the authors conducted the study. 10 groups of 5 people each, engaged in the development of marketing projects, were chosen. The groups were multicultural. There were the students and faculty members of the Ural Institute of Management (Russia, Ekaterinburg), University of Turin (Italy), Eduardo Mondlane University (Mozambique, Maputo). In the course of the work, the project participants interacted regularly with each other and with the project curators in the videoconference mode, e-mail messages form. The project participants had to study the markets for the specified product

categories in their residences, develop a strategy and positioning tactics depending on the conditions of the external and internal environment in the commodity market.

The subject of the study was the commitment of the participants to a certain type of joint activity, the degree of correlation between the type of joint activity and the established discourse practice. The research methodological basis was a formalized questionnaire. This study is a pilot study and does not represent the whole set of the professional groups selected for consideration.

The main issue of the research, concerning personal professional communication, was the question of using the means, which application is regular, well thought out and leads to pre-planned results. 48% of the participants in the project groups responded that they often think over and use special communication tools to achieve the result, 7% of the participants do it from time to time and only 45 % never think about any tools or means. At the same time, 12% of the participants in the project groups were identified as holders of norms and values of the patriarchal way of life, 31% as carriers of norms and values of the industrial way of life, 57% – of post-industrial values.

Next, priority technologies were identified. The study showed the following results: the manipulating technology is the priority one (70%), advertising is also popular (61%), agitation is still priority (38%), and the propaganda technology is less popular (29%). 24% of the respondents noted that they use “other” means.

The results are correlated with the data obtained when answering the question “What communication technologies do your project group colleagues use to achieve their goals?”

5. Discussion

These data show that in multicultural project groups, the motivating potential lies in the marketing communication activities such as manipulative and advertising technologies. The well-

formed fragmentary thinking and the resulting action rather than a holistic picture of the event are enough for the specialists.

A general indicator of the communicative technology effectiveness in the research was the project position assessment presented by the project curators and project participants.

We came to the conclusion that those participants who choose the joint-sequential activity form can achieve their goal, the impact statements are reflected and put on the form of communicative technologies, among which are propaganda, agitation, manipulation, advertising. For the participants that regularly choose the joint-individual form of joint activity, in which communication is reduced, the maximum influencing potential is the instructive written text. For those participants whose main activity is a joint-interacting form, the impacting technologies are not dominant. They use the tactics of requesting information and the technologies for constructing argumentative statements.

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POLITICAL DISCOURSE AND INTERTEXTUALITY (B. OBAMA CASE-STUDY)

Elena M. Kitaeva, Olga V. Ozerova

*Faculty of Foreign Languages
St. Petersburg State University, St. Petersburg, Russia
yelena.kitaeva@mail.ru
ozerovaolga@list.ru*

Abstract. The paper presents the discussion of intertextuality in political discourse, namely B. Obama speeches. B. Obama creates political discourse around two main sources: American history and American civil religion. With means of intertextuality Obama establishes links with his audience outlining common values with the support of history, cultural traditions and religion.

Keywords: political discourse, intertextuality, vertical and horizontal analyses, transtextuality, architextuality, paratextuality, metatextuality, hypertextuality, American history, American civil religion

1. Introduction

Research into the public use of language is one of the staples of linguistics investigated since the 1960-s. The relations of language to power, politics and culture were thoroughly studied and further developed by the prominent critical thinkers of the XX century – Jurgen Habermas (Habermas, 1984), Stuart Hall (Hall, 1980), and Pierre Bourdieu (Bourdieu, 1999).

The language both establishes the socio-political environment and determines the implicit and explicit pattern of mediating the discourse between state and society (Macleavy, 2006). According to the groundbreaking notion of discourse given by Michel Foucault, discourses are much more than just ways of thinking and producing meaning. They constitute unconscious and conscious mind and emotional life of the subjects they seek to govern. Discourses deal with the patterns of knowledge, present in any disciplinary structure, and function by the means of connecting knowledge and power (Foucault, 1972).

There is a major body of research focused on political discourse in theory and practice (Dijk, 1997; Wilson, 2001; Chilton, 2004; Lakoff, 2009); parliamentary (Ilie, 2003; Ilie, 2006; Bayley, 2004; Alvarez-Benito, 2009; Dijk, 2004) and presidential discourses (Carpenter, 1982; Kendall, 1995; Gilmore, J., Rowling, 2018). In the core of political discourse lies an intention to establish necessary links, in order to influence the recipient of the text/speech, and public opinion in general. The essence of political discourse is to employ the power of persuasion and various rhetoric strategies to verbalize political intentions and produce new meanings. The language is a powerful tool for shaping the political thinking and political “mind”, enabling the actors and recipients of the political activity to acquire a certain political vision.

The genre of public political speech is one of the key elements of the political discourse (Chernyavskaya, 2006). Political speech is known to be a powerful source of influence for the state institutions, that determine political and social processes in the society (Fairclough, 1989). Political speech can take various forms, such as political monologue and political polylogue/dialogue (Chudinov, 2012). Considering all the interrelations that are persistent between language and politics, politics and culture and culture and language there is little doubt that political discourse is rich in context.

So far, it seems, that intertextuality issues have escaped the researchers’ attention while analyzing linguistic content of political discourse; however, it seems well worth looking into the issue, as intertextual implementation can shape the peculiarities of the political message and establish “special” relations with the audience.

2. Objectives/Purpose of the study

The purpose of the study is to analyze the role and functions of intertext in public speech, namely in B. Obama’s speeches (<https://americanrhetoric.com/barackobamaspeeches.htm>). To

achieve this, it was necessary to reveal and identify types of intertext inclusions in Obama speeches, to outline tendencies in selecting intertext inclusions, to evaluate functions of intertextuality in political discourse and its effect on the audience.

3. Research Methodology

3.1. Material

All key speeches delivered by B. Obama during his presidency were analyzed both in audio and script versions available at <https://americanrhretoric.com/barackobamaspeeches.htm>:

A More Perfect Union, 2008;

Victory Speech (1), 2008;

Obama Inaugural Address What is Required: The Price and the Promise of Citizenship, 2009;

Martin Luther King Jr. Remembrance Speech, 2010;

Together We Thrive: Tucson and America' Memorial, 2011;

Victory Speech (2), 2012;

Statement on the Sandy Hook Elementary School Shootings in Newtown, 2012;

Obama Inaugural Address, 2013;

Selma Speech (Bloody Sunday), 2015;

Farewell Address, 2017.

Including audioversions into analysis enhanced the possibility not only to identify intertext inclusions into the speech, but also to assess speaker's public response.

3.2. Methods

Since the goal of this article is to reveal the mechanisms of intertext usage in public speech and to unveil the functions of intertext, a decent empirical analysis is needed. Several models of intertextual analysis exist that offer some evaluative criteria for intertextuality put in practice.

Gerard Genette's model of text analysis sees intertext as one of the five types of "transtextuality"- a way of text-to-text communication. Genette analyses textual relations across struc-

turalism, post-structuralism and semiotics, and eventually defines five basic types which are architextuality, paratextuality, metatextuality, hypertextuality and intertextuality. Genette makes further distinctions between explicit (in forms of quotations), non-explicit (termed as plagiarism when no reference or clue is given as an homage to the source text) and implicit intertextuality (hidden intertexts and allusions) (Mirenayat, Soofastaei 2015).

Although Genette's model of textual analysis provides a grounded theoretic framework it is difficult to operate within this model because of many limitations present. The most dramatic limitation is cutting down the intertext prevalence to three forms (quotations, plagiarism, allusions) only.

Another model belongs to Thomas Bloor and Meriel Bloor, who proposed to account for intertext across all text genres, opposing to the "literary intertext" dominating concept. According to Bloor & Bloor, intertext is a form of adaptation that can be found in scientific papers, journalist articles, etc. Intertextual inclusions are perceived as existent on two levels: the intrastructural level of text (lexicon, grammar, style and semiotics) and interstructural level (elements and internal inclusions of textual and intertextual dimension) (Ahmadian, Yazdani, 2013). Still the model almost omits literary intertext, overlooking the importance of cultural background/allusive inclusions in the text and the role of pre-text thus making it problematic to carry out the empirical analysis.

The following model of intertext analysis performed across two dimensions- the horizontal and the vertical one proves to be more empirically applicable with the minimum of limitations.

The horizontal axis of the text encompasses the author-reader relations, firstly, the creation of the text in terms of design, construction and production; secondly, the interpretation of the text by a reader. The horizontal layer is both about the integrity of the constructed text and reader's perception of the text as a whole. A text may be an adaptation or imitation of another text;

or simply have intertextual inclusions leading to other texts inviting for the horizontal type of text comparison.

The functions of intertext when being analyzed on the horizontal axis can be defined as following:

- develops on the first level of the author/narrator- reader/listener relations;
- provides grounds for further communication;
- shares the notion of integrity both of a text as a construct and text's perception provided by a reader;
- allows for genre mirroring/adaptation/imitation of another text- features interdiscursivity;
- is explicit and recognizable (the pre-text is a major source for the text; we may say that sometimes a pre-text overwhelms the new text);
- leads to other texts and invites for text-to-text comparison;
- denotes references of the same level;
- allows for “manifest” forms of intertexts that carry the old context to perform new meaning.

The vertical axis deals with text in context of all the previous and current texts present. The intertextual inclusions are mostly hidden and refer not to the surface structure of the text, but to its more implicit meaning. Intertext can be represented in various forms of allusion, adaptation, indication and quotation; intertextual references and allusions that come from the pre-text acquire new meaning in the text and become connected to the “global” intertextual net, thus creating new “vertical” context.

Intertextual functions revealed on the vertical axis are:

- embeds the text into a global net of multiple contexts;
- historical, cultural, political;
- deals with texts in context of all the previous and current texts present;
- carries the old meaning to the new contexts;

– is more implicit, may not refer to surface structure of the text.

4. Results and Discussion

4.1. *Intertextuality*

Traditionally, context is viewed not only as an immediate continuity, but as a dense tissue of cultural patterns, ideas and views that extend present to the past in a broader cultural sense (Lotman, 1998). Intertext employment proves beneficial to intra-cultural discourse construction, creative and recreative potential of references and their meanings in the text. Studying political discourse in terms of context and intertext allows to reveal key implicit messages that are embedded in the discourse and purportedly determine the interaction between the audience and the speaker (Lakoff, 2004). Intertextuality allows for the basic principle of political discourse – its dialogism, and hence performs as one of the major mechanisms of discourse production. Intertextuality can be viewed as means of reference to other cultures, bridging context to context, highlighting the inherent dialogicity of culture and text. Thus, intertextuality contributes to the field of cultural integration reaching beyond cultural boundaries if any.

The concept of intertextuality originates from the M. Bakhtin's works, where he developed the notion of dialogicity and addressivity (Bakhtin, 1986), and was coined as a term by Julia Kristeva (Kristeva, 1986). J. Kristeva sees intertextuality as the continuity of texts referring to one another and producing other texts/discourses. Intertextuality has two dimensions – the horizontal (syntagmatic text link) and the vertical (paradigmatic text link) one. Texts are immersed into other texts, and it creates the context in its all diversity. G. Genette defines intertextuality as a relationship of copresence between texts (Alfaro, 2016); N. Fairclough states that all texts are inherently intertextual, constituted by elements of other texts (Fairclough, 1992). Eventually intertextuality has the power to produce and reproduce discourse over time.

Another crucial notion on intertextuality according to M. Bakhtin, is that a text is always produced for someone to perceive it – a reader, a listener. Thus, text becomes a channel/a model of communication. Political speech itself is a specific genre of addressing the audience and has its particular features. It is performed to a large audience, it is prepared and non-spontaneous, and what is most important, the listeners have to process the speech interactively, i.e. just when the speech is being delivered. Pragmatically successful accomplishment of discourse strategies includes addressing the target group at both cognitive and emotional levels. Politicians exploit intertexts multidimensionally while conducting their discourse.

Talking about intertext inclusions in political speech, it is necessary to remember, that the foremost aim of politician address to the public is to establish rapport with people, to affect people's minds for them to believe and support him/her. Intertext inclusions create a specific environment that can unite participants of a "dialogue".

As it was mentioned above, methods allowing to analyze intertextuality include various approaches. The model of intertext analysis implementing the horizontal and the vertical axes seem to be the most comprehensive one.

4.2. Intertext inclusions in Obama's speeches

American political discourse tends to emphasize the interrelation of presidential speeches in terms of institutional inheritance and predecessors' influence. The issues of identity and self-representation given by every political figure, namely President of the United States is at the core of any political action/speech. The presidential discourse is "a complex intertextual phenomenon" (Austermühl, 2014: 41).

As the analysis shows, the former President of the United States Barack Hussein Obama creates his political discourse around two main sources: American history and American Civil Religion. Referring to American History, he enables the best of

presidential rhetoric examples, that of Abraham Lincoln and J.F. Kennedy. When he employs the American Civil Religion, the inspiration comes from the hero of the American Civil Rights Movement and a Preacher – Martin Luther King.

B. Obama combines two discourses. Thus, he explicitly states that he speaks not only as a powerful authority, but also as a man close to his nation and to his people.

The multiple and diverse employment of intertextual inclusions in Obama's speeches allows for horizontal or vertical types of comparison.

4.2.1. *Horizontal axis*

The horizontal axis is represented by architextuality (according to G. Genette's classification), the most prominent of which is The Sandy Hook Prayer Vigil national eulogy, given by Obama. The interdiscursivity in this case is obvious for the genre's blend of political speech given to a nation and a prayer for a nation. Obama says: "*I come to offer the love and prayers of a nation*". Moreover, he succeeds to sound like a preacher, because of the expression structures used, such as pitch, rhythm, sentence parallelism, contrast and metaphors, uses biblical lexicon «*carnage*», «*evil*», «*despair*», «*resilience*», «*love*», «*shield*».

B. Obama starts his prayer with the quote from Scripture: "*So we fix our eyes not on what is seen, but on what is unseen, since what is seen is temporary, but what is unseen is eternal*". This is a part of the Second Letter to Corinthians (4: 16-18), where the major focus is made on the ability to present weaknesses and to resurrect life.

B. Obama constructs the discourse filling each part of the speech with biblical quotes, following the structure of a prayer. He starts with the Scripture words, then intimately and trustfully refers to those gathered, speaking of the loss and sorrow, then confronts the sin – the perilous massacre at the Sandy Hook Primary school, and admits that the efforts of the nation are too humble to prevent that from happening again and a lot more has

to be done. Obama says: *“No single law – no set of laws can eliminate evil from the world, or prevent every senseless act of violence in our society. But that can't be an excuse for inaction”*, highlighting two law systems – the Godly single law and a set of laws, made by people. Then he goes deeper for the meaning of life, a preacher “conversationalist style” is employed: *“Why are we here? What gives our life meaning? What gives our acts purpose? We know our time on this Earth is fleeting”* and responds mirroring the main message of the prayer, that love wins over anything: *“There's only one thing we can be sure of, and that is the love that we have”*. B. Obama says that love is the basic staple of human life, love is *«fierce and boundless»*, inspirational and kind. The climax of the speech is introduced with the quote from Matthew 19: 14: *“Let the little children come to me,” Jesus said, “and do not hinder them — for to such belongs the kingdom of heaven.”* And then he calls out the names of the children who died during the shootings, concluding *“God has called them all home”*.

B. Obama closes the speech with a blessing *“May God bless and keep those we've lost in His heavenly place. May He grace those we still have with His holy comfort. And may He bless and watch over this community, and the United States of America”*. He offers people not only his presidential guidance, but consolation in the name of God.

Obama's Inaugural Address is another type of *political architextual discourse*. It relates both to the horizontal (in terms of genre and text structure) and the vertical (in terms of historical, cultural and Biblical allusions that constitute the discourse) axes. Inaugural speech is a highly institutionalized genre of formal speech that aims at setting a tone for the Administration and speaking to the nations' concerns and hopes. At that moment of triumph, the speech is loaded with deep pragmatic function, i.e. to deliver the message on presidential vision of the nation and the world.

Usually the focus of the speech is on thematic intertextuality: sites of national memory, unity and traditional American values. This is when B. Obama uses the type of political discourse that is known as American Civil Religion.

This field is traditionally represented by the body of vertical reminiscence and allusions that attach to the American History, the Founding Fathers and main documents of the American Nation: the Constitution and the Declaration of Independence. It echoes Protestant values and assumptions, sanctifying the Founding Fathers, Puritans, and all those who fought for America on the battlefield. The nation provides honors to its martyrs: Presidents and the common people. As Obama delivers: «*They have something to tell us, just as the fallen heroes who lie in Arlington whisper through the ages*».

Americans share a common Civil Religion with certain fundamental beliefs and values. The idea of American Exceptionalism, featured by such quotations as “*one nation under God*” and “*the city on a hill*” are also widely introduced in the American civil religion.

In his first Inaugural speech B. Obama uses historical intertext listing himself as one of the Presidents to show the link with the predecessors and pay homage to them. He says: “*Forty-four Americans have now taken the presidential Oath*” and counts himself demonstrating that he now has inherited the great responsibility and honor from the nation. He addresses the audience using quasi-religious language (which itself is an interdiscursive device and intertextual inclusion) in his journey through American history, touching upon all the sacred symbols of the Nation. He quotes Scripture (The First Letter to Corinthians 13:11) saying: “*the time has come to set aside childish things*”, thus postulating that American nation is still young but has already grown up in terms of deeds and values. One of the key intertextual inclusions that Obama employs from the Constitution is the form of appeal to the audience as “*We, the people*” – a direct quotation of its first line; He refers to the Founding Fathers reminding us of

their great deeds for the Nation and Liberty: *“Our Founding Fathers, faced with perils that we can scarcely imagine, drafted a charter to assure the rule of law and the rights of man, a charter expanded by the blood of generations”*.

The diversity of intertextual inclusions is great. For example, the President uses metaphorical intertext in historical context speaking of making of a nation: *“In the year of America's birth, in the coldest of months, a small band of patriots huddled by dying campfires on the shores of an icy river. The Capitol was abandoned. The enemy was advancing. The snow was stained with blood. «Let it be told to the future world...that in the depth of winter, when nothing but hope and virtue could survive...that the city and the country, alarmed at one common danger, came forth to meet [it]”*. After referring to the cold winter of the Revolutionary War, B. Obama enables the nation's spirit: *“America: In the face of our common dangers, in this winter of our hardship, let us remember these timeless words”*. Obama reminds: *«passing through a hard winter. we've weathered some hard winters before “<...>Together, we shall make a way through winter, and we're going to welcome the spring”*.

The references are made not only to the staples of American nation and its highest values, but also to the moments of greatest sorrow, the major of which is slavery and consequential racial discrimination. So, he alludes to history: *“and because we have tasted the bitter swill of civil war and segregation, and emerged from that dark chapter stronger and more united”*. The intertextual inclusion here plays a role of connector. A line is drawn across generations, linking the past to the present like this: *“a man whose father less than sixty years ago might not have been served at a local restaurant can now stand before you to take a most sacred Oath”*. Thus, he personifies his story and mirrors it in the moment of American history timeline.

The horizontal axis of intertext highlights the intermingling of genres, creating the architext, that lies within the context of the past. Deeply rooted cultural heritage of the American nation,

namely the culture of prayer and preaching gets reflected in the new discourse tissue. Explicit references to the text (Holy Scripture), genre (prayer and Inaugural address), and nation's fundamental values (American civil Religion) provide the well-known and recognizable context and help to establish the speaker-audience connection (and further- to unite, to educate, to project a vision of common future, to alarm, to support, to give hope, to revive national spirit, etc.).

4.2.2. *Vertical axis*

There is a great number of intertextual references with pretexts rooted in global and American culture. One of the key vertical allusions in Barack Obama's text and talk is the motto of his presidential campaign, "Yes, we can". It is widely exploited throughout all his speeches and serves for topical coherence and pragmatically successful message delivery.

"Yes, we can" is a three-part classical rhetoric slogan that creates a mini-story of opportunity for positive change and success. This slogan is a translation of "Si, se puede" – a slogan of César Chávez, the leader of Hispanic United Farm Workers Union (1970-s), therefore it provides for substantial resonance with the Hispanic community.

By saying "Yes, we can", Obama tells a story constructed by the metanarrative (intervening elements of American history and its founding documents) and the underlying sense of challenge fulfilled that he himself implies into it. Thus, he authorizes his rhetoric, making all the ideas easily understood and recognizable.

The notion of sharing common history and shaping common future accounts not only for the best, but for the wish-for-better days when America had to grow stronger through sacrifice and pain. Speaking of racial issues, he employs Scripture quotations, but most of all he uses the Martin Luther King's words. Obama cherishes the King tradition of preaching; and thus, he acquires the prophetic style of talk.

He implants biblical intertexts (words and phrases) into the speech very often. Still the intertextual connection and meaning may be not that obvious/hidden and sometimes need further explanation: *"the fruits of prejudice and bigotry"*, *"the seeds of its own demise"*, *"responsible stewards of God's blessing"* [Remembrance Speech], *"When the trumpet call sounded ... the people came"* [Bloody Sunday speech]; *"to pick up the torch and cross this bridge"*, *"a beacon of opportunity"*, *"the foundation stone of our democracy"*, *"the culmination of so much blood and sweat and tears"*, *"the product of so much sacrifice"* [Bloody Sunday speech]. Obama's rhetoric emphasizes a multitude of antagonisms of the American society, at the same time giving hope and maintaining the significance of bonding American values.

B. Obama extensively uses metaphoric language and relies on metaphoric intertexts creating powerful images. His rhetoric offers transformation, he uses the image of the road, a journey, a march: *"they would stay true to their North Star and keep marching toward justice"*, *"We know the march is not yet over"*; he addresses the nation as *«Fellow marchers"* [Bloody Sunday speech] and calls them to *"continue the long march"*, stating *"Here we are, once more marching toward an unknown future"*; quoting King *"Let's take a victory, he said, and then keep on marching"* [Remembrance Speech]. The goal of this march is to pursue a Dream, therefore Obama tells us about "a young preacher from Georgia" who spoke of "his dream". This is the way how B. Obama introduces his signature discourse of hope that calls for unity and common future. The intertextual image of Martin Luther King serves both as a historical anchorage and as a temporal deictic marking the American timeline.

The vertical axis serves to connect American culture to the whole spectrum of world culture; It helps to promote American outlook (Yes, we can) and create an enriched metanarrative; introduces American heroes that portray major humanistic ideals

and values (Martin Luther King Jr figure). Biblical allusions of a subtler, still inherently persuasive nature contribute to creation of dense metaphorical language and build to the decent historical anchorage of the discourse.

So, the study shows that all functions of intertextuality revealed through both horizontal and vertical axes analyses are performed in B. Obama's speeches.

5. Conclusion

The study of intertextual inclusions in political discourse created by B. Obama shows that he redefines the spectrum of political speech providing for dialogue with the audience by means of intertexts.

He extensively employs horizontal intertexts that are easily recognizable in order to establish relations with the audience and convey new explicit meanings in the talk. Obama voices hopes and concerns of the nation customizing the American civil religion pathos to his signature interdiscursive rhetoric. He uses the prophetic style of talk mirroring the structure of a prayer, embedding quasi-religious words and preacher's conversationalist techniques.

The number of historical intertexts in their metaphoric form play the role of the connector. B. Obama highlights the basic American principles and beliefs alluding to the historical context of the past, reviving the historical timeline and bringing it to the America of now.

His vertical intertexts originate from the pretexts rooted in global and American culture.

In the heart of Obama's rhetoric lies the dense metaphoric tissue filled with Biblical intertexts and language.

The core words of Obama's Presidential campaign – the motto “Yes, we can” – is a three-part intertextual motto of the Hispanic farmers in USA of the 1970-s. Thus, he unites the future and the past, cherishing the multiethnic nature of his country.

B. Obama speaks to American values raising issues of race and national unity. His metanarrative is centered around the powerful figure of Martin Luther King, the hero of present and the past and creates a powerful intertextual link to Obama himself.

Biblical intertexts belong to both horizontal and vertical axis of analysis. Still, major differences exist. Horizontally-wise, the architextuality allows to transplant another genre of speech (a prayer) to political discourse. As a result, civil quasi-religious prayer emerges. It mirrors the structure of a prayer in terms of semantic base, syntax, stylistic and rhetoric tools. Thus, a religious address morphs into a prayer vigil, (a civil one); therefore, it provides for larger audience, uniting the nation as one. Horizontal intertext is explicit and purportedly recognizable by nature; it speaks to the national cultural heritage, namely the culture of worship. Horizontal intertext tends to reproduce a text within "old manner" but with a new meaning. Biblical intertext of horizontal nature provides a paradigm for understanding current events within the framework of a familiar pre-text. Horizontal intertextual inclusions can be viewed as production-oriented; Vertical intertexts are reception-oriented ones. The vertical axis refers to global cultural roots and tends to establish links to global culture and produce implicit meanings that do not face the surface of the narrative. According to its dynamic nature, vertical intertext not only creates new meaning but puts all the meaning in a new vertical (diachronic) context. Horizontal intertext serves as a framework for reproduction of meaning in today's context. Vertical intertext is rather a framework for understanding and developing the link to one's culture. Vertical intertext doesn't aim at recreating the whole body of pre-text.

All in all, the results of the study show that intertextuality generally structures B. Obama's speeches creating rapport environment, which characterizes his style of communication with the audience. Moreover, it is possible to say that intertextual structure can characterize a linguistic persona, his/her way of conveying political messages and establishing connections with the audi-

ence. The study shows that further researches can cover analyses of intertextuality in political discourse comparing various political figures from different cultural background.

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INTERLANGUAGE RECODING AS A COMMON WAY OF LANGUAGE INTERACTIONS IN MODERN PRESS

Ekaterina A. Protsenko

Foreign Languages Department

*Voronezh Institute of the Russian Ministry of the Interior, Voronezh, Russia
procatherine@mail.ru*

Abstract. The article provides a descriptive study of recoded from Russian words in modern western press. The focus is placed on the process of interlanguage recoding as a way of language interactions in the media; peculiarities of functioning of recoded lexical items have been considered. Illustrating the use of recoded from Russian words, the author distinguishes their most typical functions in newspaper texts.

Keywords: language contacts, interlanguage recoding, russianisms, modern press, national and cultural determination, expressive means, stylistic device

1. Introduction

Due to the globalization of modern world and intensive use of global communication networks, we can testify an increasing growth and extension of language contacts, especially through different channels of mass communication. It is evident and generally accepted that nowadays mass media not only closely follow world events and reflect the ongoing changes in terms of international relations but also have a strong influence on the worldview formation, including linguistic consciousness. In this context different aspects of intercultural communication through media space are still relevant and become even more urgent issues.

The anthropocentric vector determines the relevance of researches related to the study of the message sender's strategies of choosing and using language signs, on the one hand, and their effects on the recipient, on the other hand.

Indeed, the process of intercultural communication is an interaction not only between two or more communicants possessing

certain individual characteristics (age, gender, social status, etc.). It essentially presupposes relations between two separate language systems with sometimes different structures and two linguocultures with their national-specific features.

Thus, the ongoing language contacts lead to some sort of linguistic exchange, which is the most evident in the process of lexical borrowing. The modern sociolinguistic situation is characterized by the dominance of the English language in the world. As a result, a wide range of Anglicisms and Americanisms are borrowed by many different languages and Russian is no exception (Fisher, R., Pulaczewska, W. 2009). And that is exactly the language of the mass media which is perceived as «a kind of "transit point" for foreign language vocabulary in its transition to the literary language» (Kamaletdinova, A.B., 2002:17).

However, recent studies have revealed that English is also undertaking some changes under the influence of language contacts (Lichtkoppler, J., 2005; Ferguson, G, 2006). It should be stressed that language interactions have at least two-way directions and Russian can also represent a source language for English itself (Podhajecka, M., 2006; Protsenko, E.A., 2015).

As the problem of language contacts is viewed at present within the framework of correlations between national languages and cultures, more and more attention is given to the process of language interactions such as code switching and code mixing. Recent years are marked by a number of studies devoted to different aspects of code-mixing (for example, Fisher, R., Pulaczewska, W. 2009; Witalisz, A., 2011; Mabule, D.R., 2015), as well as types and functions of code switching (Niema Hamad, A.H., Ammar, A.A., 2016).

2. The purpose of the study

The scientific novelty of this work lies in the fact that we will focus our attention on the functioning of language signs re-coded from one language to another.

We suggest the term «interlanguage recoding» to mean a specific way of code mixing which results from coding one language unit in accordance with the rules of a different language system, for example, Rus. бутик from Fr. boutique and, on the contrary, Fr. la baboulinka from Rus. бабуленька, Eng. Vojd from Rus. Вождь and Rus. гринрум from Eng. Green room etc. The term «cross-language recoding» can also be used stressing the fact of a language unit passing from one language system to another while the term «inter-language» underlines the inter-language position of recoded units being between two language systems.

In general, the interlanguage recoding can be viewed as borrowing keeping in mind accepting elements from other languages and cultures, whether they are words, concepts or other units. However, in contrast to lexical borrowings, recoded lexical items have not been accepted into the system of the recipient language, being marginal. The majority of recoded from Russian words are not registered neither in modern dictionaries of French or English, nor in the dictionary of foreign words. In fact, they represent a transitional stage from one language system to another, one of the borrowing process stages. The term «recoded lexical items» (or units) will be used hereinafter just to underline the way of forming the corresponding language signs, recoded from one language code into another.

This article provides a descriptive study of recoded from Russian lexical units aimed to identify their most common functions in modern western press. The research is based on a detailed analysis of the contexts of using about 200 lexical units with a total of more than 7000 examples providing data base for our study.

3. Methodology

While studying lexical items recoded from Russian, we used mainly descriptive and comparative methods as well as techniques of distributional and component analysis. As a result,

we have revealed a number of specific features of interlanguage recoding which can be traced at different language levels, such as graphical, grammatical, semantic, and others.

In general, the research includes a comprehensive in-depth study of recoded units: graphic representation and grammar categories are examined, word-formation models are revealed, semantic changes and functional aspects are described (Protsenko, E.A., 2015). Within the limits of the present article we will focus our attention on the functional aspect of interlanguage recoding.

The database for the present study is provided by articles published in the most popular French and British national periodicals for a period from 1995 to 2015 («Le Figaro», «Le Monde», «Libération» and «The Guardian», «The Times», «The Telegraph», «Independent» respectively).

4. Findings

First, it should be noted that proper names used in their nominative function represent a considerable proportion of recoded lexical items (more than 30%). In fact, a rather wide and diverse range of Russian people is mentioned in western press, from historical figures such as Peter the Great (Piotr Veliki), *le tsar Alexandre III*, Potemkine and Stalin (Iossif Vissarionovitch Djougachvili, dit Staline) to contemporary political figures (for example, V. Poutine, D. Medvedev, G. Ziouganov, A. Navalny etc.); from the world-famous Russian writers such as L.N. Tolstoy, M. Gorky, A.S. Pouchkine to little known and not published in Russia authors of recent years, for example, Alexander Ikonnikov. There are even ordinary Russian names such as Slava, Grisha, Viktor, Tania and Ania etc.

In some cases of interlanguage recoding the prominence comes to the subject-logical meaning of the word. It is noteworthy that in such cases the recoded unit is doubled in its parallel French or English translation, for example: Tsoup (from Rus. ЦУП) – Mission Control Center or le Centre russe de contrôle des vols spatiaux; Mir (from Rus. Мир) – space station; VTsIOM

(from Rus. БИКОМ) – Centre russe d'études de l'opinion publique etc.

In other words, the functioning of a significant proportion of recoded units revealed in the modern western press fits into the framework of the renomination theory. Toponyms and anthroponyms, among which the most common are proper names and names of different institutions, are mainly used in this function.

On the other hand, the toponymy and anthroponymy are also indicators of cultural and historical background which becomes even more apparent when transferring into another language and, consequently, another cultural environment. Thus, the recoded words such as *oblast*, *gorod*, *ulitsa*, *pereulok*, *prospekt*, *proyezd* and others transfer some cultural and linguistic specifics helping to create an authentic Russian atmosphere:

«Where to find it: 12 Ulitsa Bolshaya Lubyanskaya (metro: *Kitai-gorod*)». [Guardian, 21.09.2002].

«12 Baskov *Pereulok* with a vigour that seems little diminished since he taught Putin judo 40 years ago» [Guardian, 12.07.2006].

«La station Plochad Revolioutsi est ornée de solides statues de bronze». [Figaro, 10.02.2014]

Among recoded lexical units are also the names of different institutions such as *GUM*, *univermag*, *Gastronom*, *apteka*, *Parikmakherskaya* as in the following example: «I ventured into "Parikmakherskaya", a barber's shop run by Syoma, an old Jew from Minsk and a former "Soviet activist" (in his words)» [Telegraph, 29.04.2000].

The list of recoded words illustrating culture-specific meaning is quite long including some historical concepts such as *narodniki*, *narodnitchestvo*, *pereselentsy*, *oprichnina*, *zemstvo*, material objects – *chapka*, *kalache*, *kalachnikov*, *shuba*, *telega*, *valenki* etc., national dishes or costume, for example, *sarafane*, *borsch*, *rybnik*, *koulebiaka*, *pelmeni*, *oladi*, *blini*, *vareniki* etc. In fact, they all are *realia*, i.e. objects, concepts or phenomena typi-

cal for the history, culture and way of life of the Russian people but missing in western language culture.

In this case, interlanguage recoding can be seen as a way to transfer culture-bound terms, whereas recoded items are word-realities i.e. lexical units used to call the national phenomena. It is indicative that their meaning is usually explained in the context. Compare:

«Dans l'histoire moderne, le populisme avait fait son apparition au milieu du XIXe siècle, en Russie, où des jeunes intellectuels – les narodniki – avaient lancé le mouvement appelé narodnitchestvo, puis en Angleterre et aux Etats-Unis ». [Monde, 30.03.2001]

«Narodnitchestvo, de narod – people» (Figaro, 18.05.2002).

«Next, he co-founded a movement called Narod (The People) and started attending the Russky Marsh, an annual march to promote the rights of the people». [Guardian, 15.01.2012]

In general, the British press describes Russia as «the land of borscht, fur ushankas and permafrosted woolly mammoths» (Times, 29.08.2010).

In some cases, recoded units that name objects of traditional Russian culture are used in western press as a symbol of the Russian way of life and, generally speaking, the Russian national culture. One of these symbols is matrioshka, which is not only an essential attribute of Russia for foreigners, but is also a manifestation of Russian style and national character: «Dans leur version plus traditionnelle, les matriochkas, avec leur charme intemporel, leurs silhouettes solides et leurs visages sereins, sont aujourd'hui un symbole identitaire des Russes parce qu'elles «incarnent le style russe et le caractère national» (Figaro, 03.08.2015).

As an illustration of the symbolic use of the word samovar as the center unifying different families and representatives of different nationalities, the following context can be given: «Tout monde parlait russe, on se retrouvait autour de samovar et des blinis, à chanter des chansons russes...» (Liberation, 10.05.2007).

In addition to the above mentioned functions, recoded from Russian lexical units are also used as an expressive means or stylistic device making some impact on the reader. As an example we can cite a passage from "The Independent" describing the Russian word "gulyat": «What did you expect? Gulyat means to entertain (sometimes to excess) – and the Russians are famous for it. To outdrink a Russian, outcream a Russian, outdance a Russian is a difficult business, indeed» (Independent, 01.03.2011). The recoded from Russian word is formally marked (typed in italics), its meaning being explained in the context.

It is worth noting that the author has used two sentences and four verbs (to entertain, to outdrink, to outcream, to outdance) to define the meaning of one Russian verb. This fact highlights a very broad semantic structure and additional connotations of the word understood in this context as a specific for the Russians way of behavior. The above cited example makes evident certain connotations adding more expressivity to the text.

The most common stylistic device used in western press is the recoded from Russian word "niet" denoting the Russian power of veto at the ONU: «Le président exploite d'abord le niet russe – son droit de veto – au Conseil de sécurité de l'ONU, vieux réflexe soviétique» (Monde, 26.06.2013).

Moreover, this recoded item is used as the basis for figurative interpretations of the Russians. As a result, Mr Lavrov, for his cold blood, integrity and adherence to national principles, has received in the French press the nickname "Monsieur niet" inherited from Andrei Gromyko:

«Décrit, par ses partisans et ses détracteurs, comme un *"animal à sang froid"*, un *"négociateur redoutable"*, Sergueï Lavrov, 63 ans, est, depuis neuf ans, le visage de la politique étrangère russe. S'il n'a pas encore atteint le score de longévité de son lointain prédécesseur Andreï Gromyko, resté pendant vingt-huit ans à la tête de la diplomatie soviétique, il partage avec lui le surnom de "Monsieur niet"» [Monde, 12.09.2013]

In conclusion it should be noted that borrowed from Russian words, in contrast to recoded lexical units, tend to lose their national and cultural specifics being referred to other countries. For example, French journalists suggest the threat of Stalinism in western democracies («la nuit du stalinisme tombe sur les démocraties populaires» (Monde, 02.05.2005)) and the British press write about perestroika in the USA (Times, 21.02.2003), in Cuba (Guardian, 7.04.2008) or China (Times, 25.08.2008).

5. Discussion

The above mentioned examples clearly demonstrate that lexical items recoded from Russian are quite diverse in the sense of subject matters and relatively frequent in the modern western press. Their use in newspaper articles is motivated by the author's pragmatic intention and usually results from the need to transmit cultural identity, while possessing a certain expressive or stylistic connotations.

The contextual analysis of recoded from Russian lexical units in the modern western press revealed a variety of functions, such as nominative, informative, function of the national-cultural determination, symbolic, expressive, emotional and other functions. Interlanguage recoding is not only used for the transmission of subject-logical or culture specific content of the message, but is also a quite effective expressive means and stylistic device designed to have a certain influence on the reader or to create in his mind a certain image of the country.

Undoubtedly, the issue of describing and classifying functions of different language units formed as a result of language interactions deserves more careful attention of linguistic researchers. It is our hope that this work will promote further studies in this field. We can only remark that our findings indicate the difficulty and, at times, the impossibility of explaining the reasons for using recoded lexical units by only one function. Therefore, we are inclined to the multifunctional theory which has al-

ready been put forward by some authors with regard to other linguistic units (Lindberg, E.S., Polyakova, N.V., 2015: 59).

We understand multifunctionality as a hierarchy of multiple levels with different degrees of generalization and detail (e.g., the genre, the author's style, a specific text or a particular use of language units). For example, if the nominative function is commonly found in almost all contexts, the function of national and cultural determinations characterizes the majority of recoded units' usage but in a specific context the use of the corresponding language unit may create an ironic, humorous or any other stylistic effect. Along with this, we cannot forget about individual author's style and expressive features of media discourse. Thus, at the top of this functional pyramid we find nominative function while its deep level is the point of intersection of different functions not only of the same but also of different hierarchy levels.

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LANGUAGES (MIS?) MANAGEMENT A CASE STUDY OF A SWISS PRIVATE SECONDARY BOARDING SCHOOL AND A RUSSIAN-SPEAKING NICHE MARKET

Evgeniya Pfenninger

*Research Unit "Inequalities and Diversity at School"
University of Teacher Education, Fribourg (Switzerland),
Faculty of Arts and Humanities, Domain Multilingualism and Foreign Language Education, University of Fribourg, Fribourg (Switzerland)
PfenningerE@edufri.ch*

Abstract. This paper questions the role of language management and embracing cross-cultural differences in a changing neoliberal and global economy. The research uses critical discourse analysis to study multimodal promo-

tional documents of a Swiss private boarding School, ethnography to conduct a case study of the same School, and qualitative interviews with the Russian-speaking customers of the Schools. If promotional discourse of the school contributes to the stereotypical image of Switzerland and is aimed at local customers, language management of the School changes as a reaction to the Swiss economic situation: facing bankruptcy, the School manages languages differently, constructing its promotional discourse around languages and cross-cultural communication. Finally, the qualitative interviews with the Russian-speaking parents reveal power relations and linguistic discrimination of the customers, based on cultural misunderstanding, that are considered normal.

Keywords: language management, ethnography, discourse analysis, neoliberalism, Russian speakers, private education

1. Introduction

Despite a recent interest in educational tourism, traveling for learning is not a new concept. Since the 17th century, aristocratic youth was getting a part of their education abroad (Ritchie, 2004). Switzerland was a part of the traditional Grand Tour, favoured by the English upper classes since the early 19th century. By the end of the century, it became a middle-class tourist destination (Tissot, 2000).

First Swiss private boarding schools were founded in 1880s, and by 1960s Swiss landscape of international private boarding schools showed a wide range of institutions. In addition to traditional Swiss private boarding schools, the landscape of private institutions has changed in the late 2000s. More and more international companies were establishing in Switzerland, creating a demand for international and intercultural education. It brought investments from international educational groups on the Swiss market, that opened several immense and successful private international schools (Gaitsch et al., 2014).

According to the Swiss Federation of Private Schools, there are roughly 100'000 students attending 240 Swiss private institutions (FSEP, 2018).

The massive wave of Russian student emigration started in the middle of 1990s after the crash of the Soviet Union. The Russian elite (*new Russians*) got opportunities, contacts and money to

send the children abroad, mostly to Universities (in Germany, the UK, the USA) (Gardner, 2011), and since the middle of 2000, also to private boarding schools. By 2011, Russia became the world's third fast-growing economy (Pavlenko, 2015), and placing children in boarding schools got affordable even for the middle class.

With the growth of tourism and student migration, the need of language competencies became striking, but most of the middle class did not speak foreign languages bearing the legacy of the Iron Curtain, Soviet grammar-translation methods of language teaching and absence of real-life communication (Medvedev, 2018).

At the same time Pavlenko (2015) argues that countries with strong economies, such as Switzerland or the UK, do not necessarily aim to attract large numbers of Russian visitors, and they support that with their visa policies. She suggests that tourist accommodation happens on a local level by the businesses directly working with upmarket Russian-speaking customers (p. 8 and p. 14). This idea initiated present research rooted in critical sociolinguistics: Swiss educational tourism aiming and managing Russian-speaking niche market. The ability of educational business to overcome cross-cultural differences, create effective business communication defines the marketing strategy of the school, sharpens its offer and the choice of the curriculum, and defines the formal contacts with the customers.

2. Objectives/Purpose of the study

There is more than a thousand of Russian speaking students studying in Switzerland at the moment (SEM, 2018).

Some of the Russian promotional educational websites will say that the quality of the Swiss private education is the pride of the country (Smapse 2018). For the last eight years, I have met Russian-speaking students and their parents in various educational situations: interviews with the management and the teachers of private schools, during and after state and federal examinations,

during educational consulting interviews, international educational trade fairs, even my son's kindergarten seeks advice in education policy aiming Russian-speaking niche market.

This paper focuses on Russian-speaking educational tourists in Switzerland, the way they get information about Swiss private education from promotional materials, and what is their perspective on education abroad. Based on an example of a Swiss secondary private school, I reveal the marketing strategies that are discursively constructed to attract a particular type of customers, and confront them with the discourse of the customers. Mismanagement of multilingual recourses and cross-cultural differences with the Russian-speaking customers is not only a proof of linguistic discrimination, but a reason of losing customers leading to the School bankruptcy.

The main focus of this paper is to reveal the tensions within language management strategies of educational institutions, that will allow better understanding the role of languages in late capitalism and reflect on the process of languages capitalisation in different discourses aimed at the Russian-speaking niche-market.

3. Methodology and sub headings

Two qualitative approaches that conceptualise my work are ethnography and discourse analysis. Critical discourse analysis is an approach that highlights the social, ideological and political dimension of discourse (Cameron and Panovic 2014, 66). The method allows examining the language of texts systematically in details, identifying ideological concepts and understanding the construction of a particular version of reality. In order to provide systematic analysis, I generated coding categories from the data in HyperResearch software.

Within the ethnographic part of the research, I used all marketing communication material of the School, such as a promotional leaflet, a school website, advertisement in magazines and newspapers and newspaper articles about school news. As the research started in 2015, I also obtained School detailed curricu-

lum, staff meetings observations, interview with school management.

Finally, I asked two Russian-speaking families, that had their children at School, to participate in face-to-face qualitative interviews. Interview is an important way to generate data, as it allows to know the values and beliefs of the clients that pay money for the education in another country, and gives insights into their social positioning. (Codó, 2009). The interviews contained open general questions about languages in the life of their children, the Swiss education system, about school promotion and the life of their children at school, satisfaction with the school linguistic offer, language curriculum, and more global perspective of languages in education. The interviews were audio-recorded and transcribed in the program HyperTranscribe and coded in HyperResearch.

Sub headings

- Promotional Discourse of a Private Boarding Secondary School
 - o Discourse of Pride
 - o Mismanaging Languages
 - o Local & Traditional Education
 - o Crisis Management; Languages Shape the Offer
 - o Cross-cultural communication Increases the Appeal
- Perspective of the Russian Speaking Parents
 - o Parents Miscommunication with the Schools
 - o Linguistic Discrimination as a Norm
 - o Vision of Languages & Cultures
 - o Commodification of Languages

4. Result/Findings

For many years, the School was a successful business, that was not commodifying on the linguistic recourses or using languages in the marketing campaign. Provided language support for international customers was limited by summer language

courses and year-long language courses. Even though the School contains the word *international* in its name, it was selling traditional classical French-speaking education, ignoring cross-cultural differences.

In three years, various socio-economic processes and impact of neoliberalism and globalisation, changed the language management of the School, putting the languages, cross-cultural communication and bilingualism in the heart of improvements. The new discourse was constructed around bilingual program, but it was not a success. In the saturated market of the Swiss private education, the chosen market segment and the provided services were not matching, so the School started losing more and more customers. Finally, even the most loyal customers, the Russian-speakers, started leaving, not getting any support or understanding of their cultural attitudes and behaviours: linguistic discrimination during all communications with the school, relations with the teachers and the School management, importance of autonomy and guidance in education, reactions on marks and examination results.

From the ethnographical part of the research and from the interviews I have seen that the Russian-speaking parents do not have sufficient linguistic competence to choose the private school, conduct interviews or understand the School curriculum. This situation creates power inequality and miscommunication between the company and its customers, that is seen as a norm from the both sides.

Such inequality is accepted by the customers, as they are investing in the linguistic competence of their children, that is constructed in the discourse of pride, for example, accessing culture in other languages; and profit, for example, solving everyday communicative situations, translations for the parents, getting career, international education and possibility to be naturalised.

The tension was created between the marketing discourse of the School, based on the notion of pride and traditions, mis-managing languages in promotional materials and course pro-

grams, and the logic of neoliberalism making the person in charge of his education and economic success (Holborow, 2012; Zimmermann and Flubacher, 2017). The parents were expecting the return on investment in education, but constant linguistic discrimination, cross-cultural mismanagement and power relations with the School did not allow them to take active participation in the choice of the school programs and suggest language support or personalisation of learning. And more globally, the School was not adapted to the Russian-speaking niche market, miscommunicating with the parents, the students and mismanaging languages and cultural differences.

5. Discussion

The role of languages in new socio-economic conditions of global neoliberal economy has changed. Firstly, languages provide added-value and commodify on the notion of pride, secondly, they are strategically employed in marketing and communication strategy of any business, including educational, finally, they are seen as a marker of distinction, that manifests individual symbolic capital, available to the speakers. Management or mismanagement of linguistic and multilingual recourses has a direct impact on financial profit of the institution according to the rules of neoliberalism, the choice of this institution and a marker of distinction.

This work questions the vision of private elite education as effective business fully aimed at a particular market segment, created by the customers' demand. The processes of power relation and miscommunication with the customers creates tension between the institutional discourse of pride and customers' expectations of profit.

Language management is a complex process, integrated in the marketing strategy and corresponding with the demands of the parents, it is also integrated in the customer care, when the mismatch of provided services and promotional materials reduces the appeal of business, withdraws customers and leads to bank-

ruptcy. Inability to see the role of languages as a marker of distinction, as a marketing argument and as an element to beat the competitors in the neoliberal global economy, brings a successful business to an end and forces to invest in the language management measures. On an example of a case study I tried to prove that languages play a crucial role in micro- and macro-economy.

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THE INTEGRATION OF ANGLICISMS IN MODERN RUSSIAN SPEECH (ON THE BASE OF EXAMPLES FROM MASS MEDIA)

Alina S. Zagrebelnaya

*Institute of Foreign Languages
Peoples' Friendship University of Russia, Moscow, Russia
zagrlina@gmail.com*

Abstract. The strengthening of information flows, the emergence of the Internet, the expansion of international relations, the development of the world market, economy, information technology, participation in competitions, international festivals, fashion shows – all this could not but lead to the emergence of new words and concepts in the Russian language. This paper highlights the latest borrowings of English words that emerged in the 21st century.

Keywords: anglicism, Russian language, classification, modern English borrowings, mass media, sociological survey, investigation

1. Introduction

The most important mean of human communication is language. It has a certain vocabulary, grammar and sound system. In the process of development, the language comes into contact with other languages and undergoes various changes. These changes affect all levels of the language, but especially its vocabulary, which reacts, reflects and records the changes taking place in all spheres of life and activity of people.

Nowadays, English is the language of international communication, becoming a significant language with a high social

status, expanding the scope of its functioning as a world language. The strengthening of information flows, the emergence of a global Internet computer network, the development of the world economic market, international tourism, cultural relations – all this has led to the emergence of new borrowed words.

The vocabulary of the Russian language is constantly enriched by borrowings from English – anglicisms. This process is due to the fact that in the last 10-15 years there has been a process of active penetration of English borrowings into the Russian language. Such words are often difficult to understand and need to be interpreted. In addition, the emergence of new anglicisms in the Russian language is controversial about the appropriateness of their use (Antonova, E.V., 2008: 56).

Many philologists and linguists note that the intensity of borrowing foreign vocabulary has reached alarming rates. Of particular concern is the fact that in the everyday speech of modern young people borrowings from English slang and their derivatives are increasingly found. It is easier for young people to express their thoughts and feelings through a foreign language.

2. Objectives/purpose of the study

The novelty of this study lies in the interpretation of the topic, hence its relevance is determined by the importance of the English language in the life of Russian society. The subject of the work is the investigation of English borrowings in the modern Russian language during recent decades.

The subject of the research is lexical units of English origin and their derivatives.

From the foregoing, the object of this work is the analysis of the modern English borrowings with the need to show the frequency of anglicisms' use in the system of the Russian language, and what is the impact of English in the everyday man of today's speech, using specific examples to identify the feasibility of the loans' use in the Russian mass media for the past five years.

To achieve the main object of the study, the following tasks were set:

1. To determine the reasons for borrowing English elements in the Russian language.
2. To identify the ways of formation of English borrowed vocabulary.
3. To classify the most used anglicisms in the areas of communication;
4. To find out the frequency of English loans' use in the mass media and everyday speech.
5. To understand the attitude of youth and older people to the phenomenon highlighted in this investigation.

3. Methodology

The data for study / study materials were the English borrowings collected during the investigation and analysis of various journalistic genres texts in contemporary Russian mass media and functioning in the speech of modern teenagers and older people.

In solving tasks above, the following methods and techniques were used:

- Methods of linguistic observation and comparison;
- Descriptive method with the techniques of linguistic phenomena observation;
- Technique of systematization and classification;
- A sociological survey.

According to the definitions given in dictionaries, ***borrowings*** are foreign morphemes, words or phrases which appear and take root in the language. They acquire lexical meaning, phonetic image, grammar features that peculiar to the Russian language, are used in various styles and are written in the letters of the Russian alphabet. Loans are an integral part of the language development process and one of the main sources of enriching a vocabulary.

The expansion of the normative boundaries of the mass communication language is due to the "americanization of the mass media language", i.e. borrowing and using words devoid of Russian roots. For example, words such as killer, voucher, travel cheque, digest, barter, market, bestseller, trend, etc., attract the attention of the Russian people with their unusual, but do not cause a conscious reaction (Kaskova, M.E., 2017: 183). According to Russian philologists, the abundance of vocabulary with the absence of native Russian roots, the so – called *amoebic* forms is one of the key problems of the mass media logosphere. The disappearance of the Russian roots does not just discolor the semantic and stylistic reserve of native speech, but deprives the designated true meaning. It became common to use the lexeme “*communication*” instead of the old word “*conversation*”, “*leader*” instead of “*head*”, “*speaker*” instead of “*chairman*”. Words that contradict evidence and common sense are introduced into the language in large numbers. They undermine logical thinking and thus weaken the protection against manipulation. In a word, rootless words deprive people of their roots, history, common feelings (http://bookscfe.net/read/kara_murza_serгей-vtoroe_preduprezhdenie_nepoladki_v_russkom_dome-257500.html).

3.1. The reasons for the penetration of anglicisms into the Russian language

There are several reasons for the penetration of English words and expressions in the Russian language and their successful adaptation. Along with the Dissolution of the USSR, in the 90s of the last century, the flow of American and European films and music flooded in Russia. Business, trade and cultural ties intensified, foreign tourism flourished. The long-term work of our specialists in offices of other countries and the emergence of united Russian-foreign enterprises in Russia have become commonplace. It was from this period that the active use of anglicisms began.

With the analysis of the theoretical material, we can conclude that the reasons for borrowing words may be:

1. The need for naming new objects, concepts and phenomena (printer, laptop, scanner).
2. The absence of an appropriate (more accurate) name in the Russian language (sponsor, spray).
3. The need to express polysemic descriptive constructions with the help of anglicisms (thermopot – thermos and kettle in one).
4. The enrichment of the language with more expressive means (image instead of character).
5. The perception of a foreign word as more prestigious, beautifully sounding (presentation instead of performance).
6. The need to specify the meaning of the word (killer – professional murderer, assassin-mercenary).

3.2. The ways of forming anglicisms

According to the ways of anglicisms' formation, the following groups of borrowings from the English language can be distinguished:

1. Direct borrowings are words that occur in the Russian language in almost the same form and in the same meaning as in the original language. For example: уик-энд (weekend) – day off, мани (money) – coins and banknotes collectively, тинейджер (teenager) – a person aged between 13 and 19 years.
2. Hybrids are words formed by joining a Russian suffix, prefix or ending to a foreign root. For example: креативный (creative) – innovative, аскать (ask) – request.
3. Tracing are the words used while preserving their phonetic and graphical appearance. For example: футбол (football), меню (menu), диск (disk).
4. Exoticisms – are words that characterize the customs of other nations and have no Russian synonyms. For example: чизбургер (cheeseburger), чипсы (chips), хотдог (hot-dog).

5. Foreign inclusions are words that usually have lexical equivalents, but stylistically differ from them and are fixed in a particular sphere of communication as an expressive means that gives special expression to a speech. For example: вай (Wow!), окей (OK).

6. Composites are words consisting of two English words. For example: супермаркет (supermarket), секондхенд (secondhand).

7. Jargonisms are the words that appeared as a result of distortion of any sounds and existing for fast transfer of information in certain communities. For example: изи (easy) – simple, клевый (clever) – smart, крейзинутый (crazy) – mad.

3.3. Classification of anglicisms

Borrowings are most often used in scientific and technical texts. One of the sources of English borrowings is the present-day mass media. Reading newspapers and magazines, sitting in front of a TV or computer screen, people constantly drop across the words of English origin. On the basis of the following newspapers' texts from "Komsomolskaya Pravda", "Argumenty I Fakty", "Vechernjaya Moskva", "Za Kaluzhskoy Zastavoy" and magazines for teenagers "I'm 15" and "Romeo and Juliet" for 2017, 199 of anglicisms were discovered.

Table 1 "Classification of anglicisms from analyzed Russian newspapers" demonstrates that after the distribution of words on the topics revealed that most of them are socio-political vocabulary (36 words) and vocabulary from the field of art, fashion (31), youth vocabulary (48). This is followed by technology, computer science (30), sport (21), profession (13). The least encountered words related to the topics of "Food" (11) and "Advertising" (9).

Table 1 – Classification of anglicisms from analysed Russian newspapers

Society, politics (36)	парламент, президент, премьер-министр, вице-премьер, мэр, губернатор, департамент, лидер, спикер, митинг, пресс конференция, резидент, координатор, рейтинг, брифинг, саммит, брокер, дефолт, эксперимент, гранд, инвестор, инвестиция, волонтер, шопинг, сертификат, бренд, бизнес, импорт, холдинг, дистрибьютер, дилер, тендер, офис, холдинг, бартер, бизнес
Art, fashion (31)	имидж, имиджмейкер, мейкап, лифтинг, пилинг, пирсинг, скраб, спрей, топ-модель, арт-дизайн, ди-джей, кастинг, продакшн, суперстар, триллер, шоу, презентация, декорация, композитор, клип, клипмейкер, шоумен, ремейк, блокбастер, боди-арт, хит, кардиган, топ, стрейч, худи, фешн
Youth vocabulary (48)	пипл, лузер, аутсайдер, кампус, бойфренд, тинейджер, геймер, никнейм, байк, байкер, скинхед, рэп, колледж, мобильный, тренд, лейбл, супер, релакс, респект, ролики, лайк, викенд, селфи, пати, смайл, драйв, хэппи энд, шузы, хаер, SMS, корпоратив, пикник, хайп, хейтер, лайк, агриться, свайп, гамать, чикса, стримить, юзать, юзер, лухари, блогер, мэссидж, инста, лук
Equipment, computer science (30)	тостер, миксер, блендер, кулер, кондиционер, спидометр, трейлер, таймер, компьютер, принтер, сканер, процессор, браузер, интерфейс, ноутбук, Интернет, дисплей, монитор, сайт, файл, блог, логин, онлайн, клик, браузер, картридж, гаджет, хакер, траффик, онлайн
Sport (21)	фитнес, скелетон, стрит рейсер, дайвинг, боулинг, байкер, спринтер, марафон, матч, пенальти, сноуборд, армрестлинг, форвард, бодибилдинг, виндсерфинг, фристайл, кикбоксинг, таймер, аквапарк, скейт, футбол
Profession (13)	мерчендайзер, менеджер, секьюрити, вошингер, клининговая компания, брокер, риелтор, провайдер, эколог, дизайнер, фермер, бизнесмен
Advertising (9)	баннер, постер, бестселлер, слоган, копирайтер, маркетинг, лейбл, ребрендинг, логотип
Food (11)	фастфуд, хотдог, сэндвич, чизбургер, чипсы, байтсы, панкейк, ростбиф, стейк, капкейк, маффин, ланчбокс

On the basis of thematic classification it can be concluded that the greatest number of anglicisms that came to the Russian

language are nouns and were borrowed mainly as the names of new subjects, professions and services.

4. Result/Findings

A thorough investigation in various Media confirmed that borrowings from English are widely represented in different spheres of modern Russian life. This made it possible to classify all founded borrowings into several groups:

1. anglicisms in social and political life:

summit – meeting of heads of state or government;

tender – is a competitive form of placing the order;

mass media – the media.

2. anglicisms in financial and economic life:

marketing – market research and active impact on consumer demand;

dumping – sale of goods at lower prices in order to eliminate competitors;

retailer – a company that organizes the retail sale of goods and services.

3. anglicisms in cultural life:

release – release of a new film or any musical production;

trailer – is the announcement about the film;

flashback – return to the course of the film or novel to past events.

4. anglicisms in the fields of science and technology:

smartphone – a portable multifunctional device, a hybrid of a cell phone and a pocket computer;

interface – methods by which the user controls the program;

content – the content side of the site.

5. anglicisms in sports:

contest – competition;

tubing – implement of bouncy round for skiing on the snowy slopes;

6. anglicisms in everyday life:

trend – new-brand;

fashion – мода;
townhouse – individual semi-detached house,
fitball – an inflatable ball for sports. (Ivleva, A.R., 2003:

72)

Analyzing the situation of the use of anglicisms in mass media, it can be concluded that new borrowings can be divided into two categories – justified borrowings that meet the needs of the language itself; and unjustified borrowings, which could be avoided with a more careful attitude to the natural Russian word.

We consider the presence of the majority of anglicisms in computer, sports, financial, scientific, technical and musical vocabulary justified, as it is caused by the need for naming new things and phenomena in our lives, the desire for internationalization of terms, the alignment of the Russian language to the international standard. Here are some examples of such borrowings:

“blog” – a page on the Internet, decorated in the form of a magazine, diary;

“mainstream” – a trend in art, characterized by features recognized as typical for the time;

“velotrial” – cycling competitions on overcoming of the route with natural or artificial obstacles.

In addition to the necessary borrowings, unnecessary borrowings are identified, the use of which can be explained by their attractiveness, prestige, the desire for a fashionable more modern word (Chernogolovina, T.G., Khudyakova, N.V., 2017: 256). Such borrowings do not meet the requirements of necessity, as in the Russian language such means to refer to the mentioned phenomena already exist. An attempt to find lexical equivalents to the discovered borrowings of this type is made. Some examples are given:

Мониторинг – control, хайвэй – a main road, especially one connecting major towns or cities, ребрендинг – changing the name of the product or service, дилер – market agent, sequel – a published, broadcast, or recorded work that continues the story or develops the theme of an earlier one, кемпинг – the activity of

staying in a tent on holiday; френш – (of food) recently made or obtained; not tinned, frozen, or otherwise preserved; шопинг – to visit places where goods are sold in order to look at and buy things; дедлайн – the latest time or date by which something should be completed.

The results of a sociological survey

While looking through the newspaper or watching TV, anyone is inevitably faced with a lot of words of English origin. In order to find out how teenagers and the age group understand and how they relate to anglicisms in everyday life, we conducted a survey. The representatives of the older generation and the students of 5-6 and 9-11 grades of GBOU SOSH № 1273 were interviewed. A total of 120 people took part in the survey. The conclusions of the survey are presented in the form of pie charts. First pie chart called “*The reasons for the use of anglicisms among students*” shows the answers to the question why students use English borrowings in their everyday life.

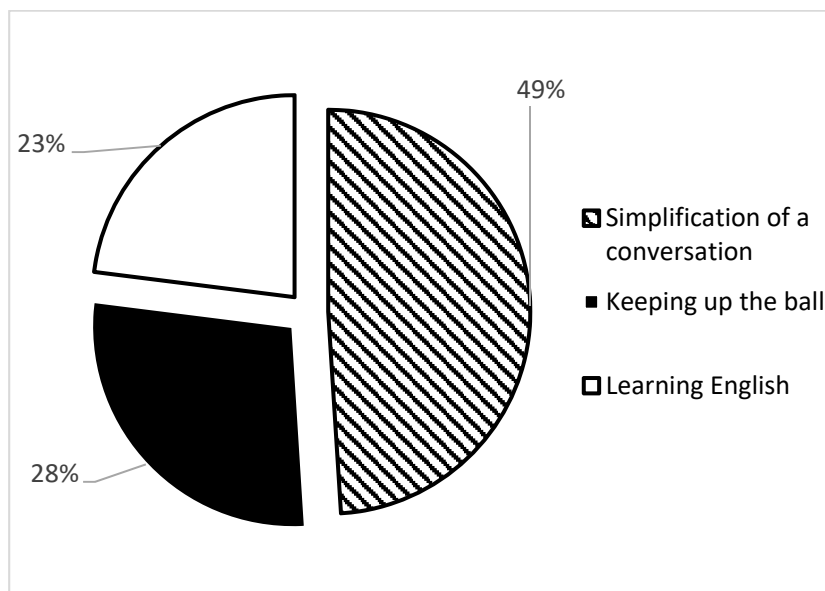


Figure 1. The reasons for the use of anglicisms among students.

The most popular areas of English loans are shown in the figure 2 “The areas of everyday life where the respondents meet anglicisms”. The respondents answered that anglicisms are commonly used in the Internet, mass media and shopping spheres.

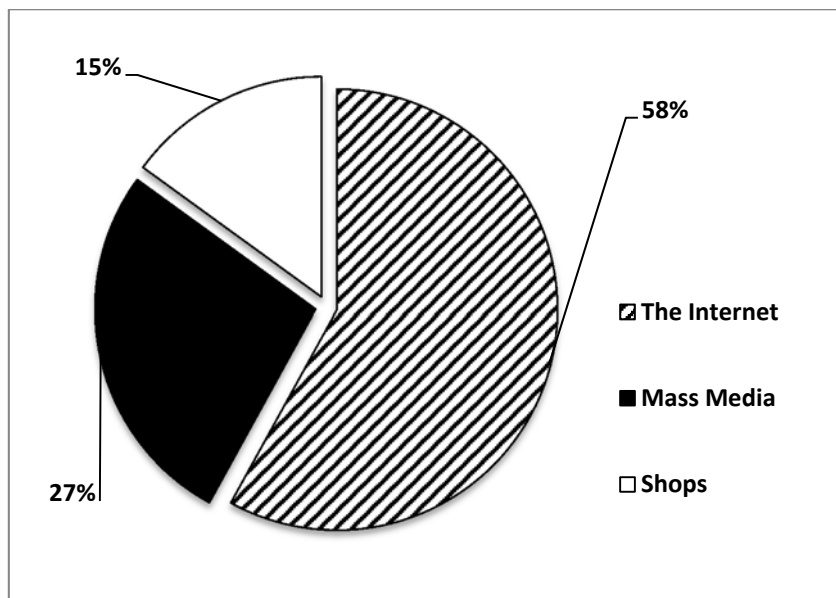


Figure 2. The areas of everyday life where the respondents meet anglicisms

In the Figure 3 is shown percentage ratio of the respondents' attitude to the use of anglicisms in their everyday life. To the question: "How do you feel about the use of English words in the Russian language?" among young people, 43% responded "indifferently", 12% "negative", 45% "positive". Among adults "indifferent" answered 35%, "negative," responded 48%, "positive" 17%.

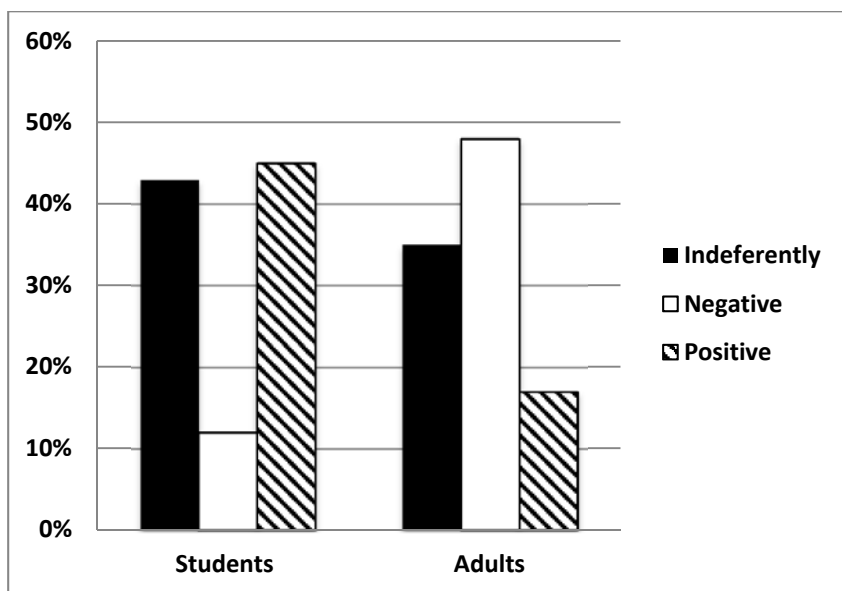


Figure 3. The attitude to the use of anglicisms in the modern Russian language.

5. Discussion

Nowadays, English words in the modern Russian context become one of the symbols of our era. This phenomenon is facilitated by Russia's expanding contacts with other countries of the world, the need for international exchange of information, the emergence and dissemination of new ideas, things and technologies. A necessity to name, differentiate or internationalize new concepts is emerged.

The rapid influx of anglicisms into the Russian language raises the question of the appropriateness of using many of them. The analysis of the situations of the use of English borrowings in the media revealed cases of both justified and unjustified use of them. In the first case, borrowing was an indispensable means of concise and accurate transmission of information about new phenomena and concepts in our lives. In the second case, the use of English-language borrowings was unnecessary, since in the Rus-

sian language there are already means to refer to the mentioned phenomena.

1. The process of borrowing from the English language is inevitable as an urgent requirement of modern life with its scientific and technological progress and the leading role of the USA and the UK in the international space.

2. It is important to respect the native language, which is a precious heritage of modern man.

3. Careful attitude can manifest itself in the use of really necessary borrowings that enrich the language.

4. The use of unnecessary borrowing for the sake of their prestige, following the fashion for all Anglo-American, it is better to avoid, otherwise soon Russian people will read newspapers and magazines with the English-Russian dictionary.

Thanks to this study, we conclude that currently the process of borrowing from English into Russian is increasing. On the one hand, this process is inevitable, but on the other hand, the cultural basis of the language must be preserved. Therefore, anglicisms must meet the following requirements:

- any borrowing should be necessary if it is impossible to do without it in the Russian language;
- a foreign word must be used correctly and precisely in the meaning it has in the language source;
- they should be clear to those who use it.

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UNIQUE FEATURES OF KIWI ENGLISH IN NEW ZEALAND

Irina E. Kazakova

*Institute of Foreign Languages, Peoples' Friendship University of Russia,
Moscow, Russia
irina_komleva@inbox.ru*

Abstract: The uniqueness of the sociolinguistic situation in New Zealand lies in the joint influence of British, American, Australian, some local variants of the English language and the Māori language. All these factors marked the beginning of the formation of the New Zealand version of the English language.

Keywords: Kiwi English in New Zealand, dialects' classification, Māori, cross-cultural communication, sociolinguistic situation, Kiwi English uniqueness, characteristic features

1. Introduction

New Zealand's modern English, originally derived from the national language of the United Kingdom and developed over two hundred years in relative isolation, has established itself as a national language. Socially, culturally and functionally, New Zealand English (NZE) provides the full range of modern linguistic and communicative needs of the New Zealand nation. Nevertheless, the extent of knowledge of NZE is significantly inferior to the knowledge of the related variants of the language. The cause of this phenomenon is partly rooted in the colonial past when the problems of the language situation outside the capital were usually not included in the circle of scientific interests of representatives of Western linguistics; also we should take into considera-

tion the influence of the entrenched stereotyped ideas about "colonial English" being the degraded and rough language. The territorial distance of New Zealand from the existing areas of linguistic and scientific concentration has obviously affected its historical development.

2. Objectives/Purpose of the study

This research is targeted to identify distinctive features which determines the uniqueness of Kiwi English in New Zealand, to analyze and systematize the currently existing information about it.

3. Methodology

A language as one of the main features of the nation expresses the culture of the people who speak it, in other words – expresses the national culture (Oshchepkova, V.V., 2012: 87).

Recognizing the existence of the relation between the language and culture, both our Russian researchers (Vereshchagin E.M., Kostomarov V.G., etc.) and foreigners (Halliday M.A., Langacker R. W.) refer to lexical-semantic level of language, units which respond to changes in all spheres of human activity. Under all general conditions in the life of every nation there are realities inherent and typical only for this nation in culture, environment, and everyday routine that in different cultures correspond to some language gaps.

According to G. D. Tomakhin some language changes are manifested as a rule in the form of designations of specific cultural elements bearing the national imprint in verbal images (Tomakhin, G.D., 2009: 49).

The author V. V. Oshchepkova explains that all the features of the English language variants are closely connected with the national culture. In the vocabulary of any language or its national version, according to the researchers, the following layers of vocabulary are obviously seen (Oshchepkova, V.V., 2012: 85).

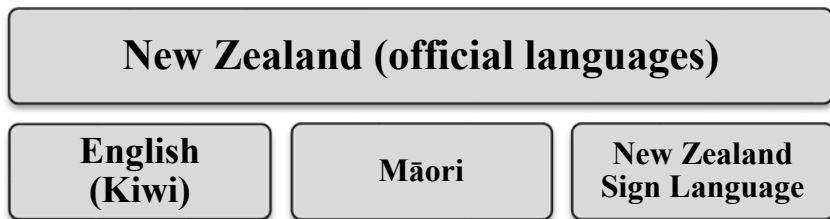
In the Russian linguistics at different levels of standard and substandard New Zealand version of English was studied by Turchenko L.V., Oshchepkova V.V., Vovk V.N. Foreign linguists such as S. J. Baker, Bauer L., Loser D., McAllister J., Oxman G., Bardsley D., McGill, Partridge C. devoted their researches to the social differentiation of NZE. The problem of this language origin was studied by Trudgill P., Bardsley D., Bell A., Gordon C. and others. (Trifanova, C.C., 2012: 3)

The lexical vernacular of the New Zealand area is the youngest of all the speech microsystems, it does not even exceed two hundred years as it appeared not later than 1912. Frank Arthur Swinnerton depicted it as a "carefully modeled whisper" (Swinnerton, F.A., 2007: 5).

Many researchers are attracted by the linguistic picture in New Zealand. It is meaningful in this context to analyze this situation.

Classification of New Zealand Languages

English, Māori and New Zealand sign languages are the official languages of the country.



- English, being predominantly used as the language of communication, counts 96 % of the population. Most of the books, newspapers and magazines are published on it; English also prevails in the broadcasting of radio and television.

- The second official language is the Māori language. It was reported in 2013 by the national census that about 149,000 people (3.7 per cent) of the New Zealand population are able to

hold a conversation in Māori about everyday things. In 2015 the report claimed that 55 per cent of Māori adults had some knowledge of the language; but of these speakers, only 64 per cent use Māori at home and only around 50,000 people can speak the language "very well" or "well".

- The status of the third state language was given to New Zealand Sign Language in 2006 with 20,235 people (0.5 %) reported to have the ability to speak this language (Ethnologue. URL: www.ethnologue.com/country/NZ).

The representatives of 171 language groups live in the country, creating quite strong influence with such diversity on the Kiwi English. The most used languages after English and Māori are Samoan, French, Hindi and Chinese. Russian and other Slavic languages are of little use due to the small population for which these languages are native.

Mostly used non-official languages (according to the data in the 2013 census):

- Samoan is the most widely spoken (2.2%)
- Hindi (1.7%)
- "Northern Chinese" (including Mandarin, 1.3%)
- French (1.2%) www.ethnologue.com/country/NZ [Accessed September 22 2018]

Unfortunately, statistic data has not been renewed for five years.

4. Result/Findings

4.1. Uniqueness of the New Zealand dialect

To represent the uniqueness of Kiwi English let us give consideration to the development of the language in various aspects (Orlov, G.A., 2013: 142).

Table 1. Historical milestones in development of the Kiwi English

Year	Historical facts
1642	• This was the first visit of Europeans with their leader Abel Tasman from the Netherlands, however all of them were killed during struggles with the Māori.
1769	• The spread of English in New Zealand began when James Cook mapped these Islands. At the same time, European merchants began to settle on these Islands.
1814	• Christian missionaries began their activities among the local Māori population.
1801-1840	• Around 40 thousand Māori were killed as a result of tribal musket wars (more than 600 battles).
1840	• The country was declared a British colony and the influx of European immigrants began to grow rapidly.
The beginning of XX century was marked by the emergence of New Zealand English or Kiwi English.	

There are three principal factors throughout the history of the New Zealand's population of XX century that had a special influence on the formation of language:

- Firstly, compared to Australians, the people of New Zealand had closer historical ties with Britain and with much greater sympathy took the major principles of British society in its organization and moral values.

- Secondly, the New Zealand population had a special sense of identity and national self-consciousness. In this regard, local people in the field of language widely used local expressions and slang words.

- Thirdly, there was growing concern on the island about the rights of the indigenous Māori people. This historical process has led to a fascination in the New Zealand English version of the number of borrowed expressions from the language. 90% of Māori speak English and only about 50,000 (about 15% of them) speak Māori fluently, so multilingualism is not regarded as a significant feature of the country. A small part of its population speaks European languages. There is some revival of Māori language and culture through the "kotango peo" (katanga re) – lan-

guage nests, but only 15% of the Māori population speaks the Māori language, including a very small part of the younger generation. (Holmes J., 2005: 172). Nowadays 2 TV channels are created to broadcast only in this language. Nevertheless language policy in New Zealand is very slow to take measures in development. As the result, the promotion of the Māori language is still in gradual pace (Ethnologue. URL: www.ethnologue.com/country/NZ).

4.2. *Causes of Kiwi English uniqueness*

The New Zealand language is under fourfold pressure of cross-cultural communication: in addition to the problem faced by speakers of the original variant of English – how to deal with the competing influences of the British and American options – New Zealanders have to deal with the problems of interaction with the Australian English language and the Māori language (the Māori population is about 12% of the country's 3.5 million population) (Ethnologue. URL: www.ethnologue.com/country/NZ).

Until the mid-twentieth century, the New Zealand and Australian branches of the English language developed side by side and were almost identical. Though it is considered nowadays that the New Zealand dialect of English is close to Australian, but in fact it has retained a much greater influence of English from the southern regions of England. Moreover, it has acquired some characteristic features of the Scottish and Irish accents. In addition, there is an undeniable American influence on the pronunciation and vocabulary of New Zealanders. And last but not least, the Māori language had really significant impact on pronunciation and some words of the Kiwi English entered into the everyday communication of the multinational community of the country. Some linguists even believe that the Māori version of English (Māori English) is being formed in the country.

These reasons undoubtedly specify its originality and unique nature. Now the New Zealand dialect is quite independent, continues to develop and is a subject for various researches.

4.3. Examples of Specific Features of Kiwi English

In the New Zealand version of the English language, as well as in the Australian version of the English language, it is customary to allocate three varieties: "cultivated" (Cultivated), "common" (General) and "broad" (Broad New Zealand English). RP pronunciation is still perceived as more prestigious than "cultured" New Zealand version of the English language. It is stronger in the agricultural and conservative South Island than in the urbanized and modern Northern Island (Orlov, G.A., 2013: 146).

Vowel sounds /æ / (as in the word "near") and / eə / (as in the word "square") are increasingly fused; here rhymes with there; bear and beer, as well as rarely and really are homophones. This is the " most obvious change happening "in New Zealand English.

In New Zealand English there is a phenomenon of "historically determined division of pronunciation a" (eng. trap-bath split); in words type dance present vowel /ɑ:/, as and in South of England and on South Australia.

Like Australians, some New Zealanders pronounce the past participle of some verbs, such as grown, throw and mown as two – syllable, inserting an additional neutral vowel- /-ou.ən/. Words such as groan, throne, and moan are not affected, which means that such pairs of words are distinguishable by ear.

The letter H is usually called /eɪf/, as in the UK and North America, but can be pronounced with aspiration (breathing): /heɪf/, originating from the North English dialects; such pronunciation meets in Australian English, although often is considered wrong

The most striking differences between Kiwi English and other variants of the English language:

- ❖ the vowel sound [ɪ] is centralized (however this trait combines it with South African English) to [a] as in thick, thin;
- ❖ ascent [e] to [i] as in concession;
- ❖ narrowing [æ] to [e] as in cat;

❖ merging [EE] and [iə], e.g. fair/fear, air/ear (Marsden S., 2012: 55-59).

- Borrowings from Māori are called the most characteristic feature of New Zealand English. The Table 1 below demonstrates the examples of the words which were taken from the Māori language into Kiwi. (NZ English to US English Dictionary, URL: <http://www.nz.com/new-zealand/guide-book/language/dictionary.aspx>).

Table 1. Kiwi English borrowings from Māori

Aotearoa	the name of New Zealand in the Māori language; its meaning is "the Land of the long white cloud"
Bach	a country house on the coast
BYO	Bring Your Own, a type of restaurant where you can bring your own bottle of wine
Sarsim	red, yellow and orange pepper, we call it Bulgarian
Fish and chips	a very popular, you can even say the national dish of New Zealanders: fried fish with French fries
Haere Mai	"welcome!" in the Māori language
Hongi	a traditional Māori greeting where people greet each other with their noses
Kia Ora	"Hello!" - a traditional Māori informal greeting
Kiwi	the national symbol of New Zealand – kiwi bird, as well as the playful nickname of the New Zealanders and their language
Kiwiana-kiwiana	a collection of national and cultural details and features that reflect the specifics of New Zealand, i.e. everything that can be called "typical New Zealand"
Kumara	a Polynesian sweet potato
Pakeha	a white man, non-Māori; this word can have different meanings depending on the context (in some cases it can be an insult like "white pig", however, in most situations it still does not carry a negative connotation and means just any person with white skin, non-Māori)
Paua	the name of the New Zealand seashells with a very beautiful shimmering mother-of-pearl (in New Zealand it is possible to buy many souvenirs from pāua shell)
Waka	a traditional Māori canoe

4.4. *Why Kiwi*

The unofficial national symbol of the country is the flightless wingless kiwi bird. This amazing creature can be found only in New Zealand. The nickname Kiwi was received by New Zealand military and it firstly appeared on their insignia in the Second Anglo-Boer war (1899-1902), and then – during the First world war (1914-1919). As a result, wherever the soldiers of the New Zealand military forces fought in the battles, the nickname "kiwi" was firmly established for them. Gradually it passed to all the inhabitants of this country. Now they often call themselves Kiwi as well as their language – Kiwi English (except Māori).



**Modern identification mark of the
Royal New Zealand air force
(www.airforce.mil.nz)
[Accessed October 5 2018]**

5. Discussion

During the research specific and unique features of Kiwi English were distinguished and analyzed confirming the status of the New Zealand national version of the English language as of original and independently developing linguistic variant. Its distinctive characteristic appeared due to cultural values, geographical location, way of life, historical development, the influence of the languages of neighboring countries, as well as the language of the indigenous population.

It can be concluded after systematizing the major information that the lexical and morphological differences of the New

Zealand version are very diverse owing to numerous borrowings from British, Australian, and American English as well as Māori language.

This study was not aimed at scrupulous research of all sections of Kiwi English linguistics but the examples presented in this article made it possible to show the uniqueness of this language.

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CROSS-CULTURAL COMMUNICATION AS A FACTOR IN EDUCATIONAL ACTIVITIES

INTERCULTURAL COMMUNICATION IN THE FOCUS OF THE PEDAGOGICAL DOCTRINE OF A. RIBEIRO SANCHES

Olga A. Saprykina

Lomonosov Moscow State University, Moscow (Russia)
olgasaprykina@mail.ru

Abstract: Intercultural communication as a process of interaction and mutual enrichment of national, ethnic and individual cultures became the focus of pedagogical science in the Enlightenment. Since one of the main tasks of education is to transfer knowledge, the content of education as a medium of educational content deserves special attention. In the pedagogical doctrine of the Portuguese Encyclopedist A. Ribeiro Sanches, the content of education receives the status of a universal intercultural category. The content is variable in historical, social and national terms. Sanches shows that translanguage interaction occurs during the cultural contacts.

Keywords: intercultural communication, education, teaching, cultural contact, interlanguage lexical interference

1. Introduction

Intercultural communication is the process of interaction and mutual benefication of national, ethnic and individual cultures during which some transformations occur in the contacting cultures. In the course of interaction national and ethnic cultures receive new values and enrich their creative, aesthetic and scientific potential; the person opening new horizons of knowledge and skills can improve the personality, expanding personal competences. It is no coincidence that intercultural communication became the focus of pedagogical science in the Enlightenment, which discovered knowledge as a priority for a free person. Pedagogy, upbringing and education were united in the basis for the

18th century category of Enlightenment, which means spreading of knowledge and education. As ideological trend, the Enlightenment took shape in Europe in the eighteenth century, defining the content and character of the epoch.

2. Objectives/Purpose of the study

Intercultural communication is a necessary condition, factor and environment for upbringing and education. Since one of the main tasks of education is to transfer knowledge, the content of teaching deserves special attention. Being a historical category, the content of education is nevertheless built on the bases of the universal and individual (in some disciplines) knowledge, finding itself in the process of continuous development. In this regard, historical forms of teaching content are of great interest. The object of the analysis in this work is the pedagogical doctrine developed by 18th Portuguese scientist A. Ribeiro Sanches. Feeling all the difficulties of intercultural educational process that combines education and teaching. A. Ribeiro Sanches also showed that during cultural contacts interlanguage interference occurs as one of the aspects interlanguage communication.

3. Methodology and sub headings

Pedagogical doctrine in Portugal in the Enlightenment was formed on the bases of the European pedagogical theory, the basic principles of which were formulated in the works of R. Descartes, J. Locke and G.W. Leibniz at the beginning of the New Age and later in the writings of F. Voltaire, D. Diderot, J.-J. Rousseau, S. Montesquieu. Educational pedagogical doctrine has put an independent thinking, experience and observation at the forefront of education and upbringing. Pedagogy, which previously had a speculative scholastic character, acquired an applied and, no less important, a civil, liberal orientation, relying on the achievements and conclusions of the new science. The ideas of the Portuguese education were laid out in the course of the 17th century under the strong influence of essentially religious educa-

tion that was concentrated in the hands of the Jesuits. The Portuguese science in the Baroque era was largely formalized and based on the knowledge obtained from authoritative sources.

Gradually, new rational approaches emerged in research, based on the results of the practice – experience and observation. In Portugal, the institutionalization of the Enlightenment ideas began with the creation of academies (Academia dos Generosos, dos Singulares, dos Anónimos, dos Ocultos, dos Aplicados) – community scientists who had private, closed nature, as well as state academies – Academia Real da Historia (1720), Academia Real das Ciências, Academia Real das Ciências de Lisboa. Academic activities continued by cultural figures, and especially by poets and writers who created a literary academy called Arcadia Lusitana ou Ulissiponense (1756).

Antonio Ribeiro Sanches – Portuguese doctor, teacher and philosopher made a significant contribution to the formation of educational theory in the 18th century. The Portuguese scholar performed a special mission in the history of culture: having arrived in Russia in the 18th century as a medic at the royal court, he was at the center cultural and language contacts.

The Portuguese encyclopedist expounded his views on the education of the Russian nobility in the treatise “On the education of the Russian nobleman” *L’ education d’ un Seigneur Russe*”. The manuscript of this work in French is dated 1766 and is stored in the archives of the Portuguese city of Braga in the collection of unpublished documents by Antonio Ribeiro Sanches entitled “Thoughts on Education”. In 2016, the manuscript was translated into Portuguese and published by the University of Coimbra.

The interest of Sanches laid in different areas – from medicine, problems of hygiene and prevention of diseases to the state system, administration in the Portuguese America and also issues of education and upbringing.

The work of Ribeiro Sanches “Letter on education of the youth” *Cartas da educação de mocidade* (1760) played an important role in the reforms of the Marquis de Pombal undertaken

after 1761. In the Letters, Sanches presented the history of European education, which in its early stages was of a religious and ecclesiastical nature. Sanches focuses on the benefit as the highest goal of the citizen who should strive for the public good. In his essay “On the education of the Russian nobleman” *L’ education d’ un Seigneur Russe*”, Sanches’s considers the basic pedagogical category of *Educação*, combining education with upbringing. *Instrução* – is the knowledge transferred from the teacher to the student in the process of teaching. Referring to authority of the ancient Greek scholar Aristippus (435 BC – 366 BC), Sanches explains that the young man should be taught that he should do when he grows up (“Children need to be taught that what be useful to them when they grow up”) (Franklin Head, Brian, 2016: 66).

4. Result/Findings

The right of priority to education in Russia, from the point of A. Ribeiro Sanches view, is enjoyed by nobles. Consequently, education and its content are socially determined.

Describing the social structure in the Russian state, Ribeiro Sanches indicates that the difference between the estates lies in the area of relations to property and in the degree of freedom: Os súbditos do Império da Rússia estão divididos em duas classes: a primeira contém toda a sua nobreza: mais por privilégio do que pela constituição do Império; essa primeira classe tem a propriedade de bens. Ela pode fazer testamento, nomear herdeiros. E embora a liberdade tenha começado a aparecer depois que a Casa Romanov tenha subido ao trono, ela ainda não está reconhecida nem sustentada pela lei. A segunda classe de súbditos está totalmente destituída de propriedade de bens e da Liberdade; e embora por privilégios se encontrem algumas exceções, a constituição do Império nunca lhes reconhece propriedade de bens, nem liberdade.

The subjects of the Russian Empire are divided into two classes: the nobility is included in the first class on the basis of

the privileged class, and nor according to the law (constitution) of the empire. This class is property. It may also make wills and appoint heirs. And although freedom in the country began to appear after the coming to power of the House of Romanovs, it has not yet recognized and approved by Law. The second class subjects are completely deprived of property and freedom; and although there are exceptions, the constitution of an empire never recognizes their right to property or freedom (Franklin Head, Brian, 2016: 65).

The goal of elite education in Russia is to educate and teach a Russian nobleman to lead the country in which he was born and raised. The teaching program should take into account both peacetime and wartime. Considering the experience and achievements of education in other countries. Sanches believes that the content of noble education in Russia should be diversified, almost universal: from military knowledge and engineering, to law, basic economics and business management and general history. Some knowledge, skills and abilities should precede teaching: knowledge of Russian and Church Slavonic (Slavonic in the text) is necessary to read the religious books; knowledge of French and German (ability to speak and read) is important in noble society; mastering the basics of drawing is necessary for the development of imagination; knowledge of geography, history, including the religious, is included in the luggage of any nobleman, arithmetic (6 books of “Beginnings” of Euclid) disciplines the mind.

The first part of nobility education is teaching of military art engineering. The system of military art should include the theory and practice of engineering, knowledge of linear geometry, trigonometry, algebra, fortification, the foundations of civil architecture and tactics.

Natural and civil law, from the point of Sanches view, is an integral (second) part of the education of nobleman. The source of the law in Russia is the sovereign. And although there is a Code of laws, the king may revise or revoke any law. Sanches

insists that the ideas of property and freedom are becoming more and more important in Russia, therefore legal education should overcome: Se este Fidalgo for russo, será preciso conhecer a fundo a constituição deste Império para orientar a sua educação, será preciso conhecer o seu estado Político, o seu estado civil, o seu estado Económico, isto é, as suas leis, os seus costumes, & os seus usos. *A Russian nobleman needs to know the structure of his empire, his political and civil dispensation, the economic system, i.e. laws, traditions, and customs* (Franklin Head, Brian, 2016: 63v).

Education in combination with upbringing is discussed in section 3 “The art of being gracious (knowing the rules of conduct at court)” A arte de se tornar amável (Franklin Head, Brian, 2016: 71v). In the section on education, Sanches substantiates the importance for the daily routine for the young man: he reminds us that Peter I usually got up at 3 am and with him rose his generals. Count Minich, whom the Portuguese physician considers the most active and attentive general of those he knew (Franklin Head, Brian, 2016: 80), adhered to the same routine.

Sanches insits on the severity of upbringing a Russian nobleman: Não sou capaz de ver, nem de pensar, sem horror e sem tremer, que um Jovem Fidalgo Russo de deite à meia-noite ou às onze da manhã, que ele se faça frisar durante uma hora& quelques fois duas, com um livro da Biblioteca adequado a toilette, como são os Romances, os Anedotas, os de contos, as Miscelâneas e outros estragam espíritos, e perda de tempo que ele se sente a mesa& que ao sair, ele vã ao teatro, aos bailes, aos círculos de Damas, as mesas de Jogos de Damas ou de jogadores profissionais, e que se deite depois da meia-noite. *I can't imagine without horror and fear that a young Russian nobleman lies down at midnight or two at the night, gets up at ten or eleven o'clock in the morning, for an hour or two scrolls in front of the dressing table with a book lying in it – a novel, anecdotes, stories, collections that relax the spirit, sits down at the table, and, going out, goes to the theatre, to the balls, to the women's lounges, plays*

cards with the ladies or professional players and goes to bed after midnight (Franklin Head, Brian, 2016: 81v).

In matters of education of Russian nobleman, Sanches advises to learn from the experience of Roman education. The court of this connection should be acquainted with the works of Plutarch and writings of Tacitus:

Um fidalgo russo, de acordo com o clima e a Constituição da sua pátria, deva pensar a maneira Romana comportar-se como Romano. A disciplina militar, introduzida por Pedro o Grande nos seus exércitos & nas suas frotas, merece mais lovores do que a invasão da Asia por Alexandre Magno.

In accordance with the climate and constitution of his fatherland, a Russian nobleman must think like a Roman, act and behave like a Roman. The military discipline introduced by Peter I in the army and navy deserves more praise than the conquest of Asia of Alexandre the Great (Franklin Head, Brian, 2016: 82v).

The fourth part of the nobility education should be civil and political economy (Franklin Head, Brian, 2016: 73). The model of skilful management, according to Sanches, is Caton, who instructed the youth to sell as much as possible, buying at the same time the minimum. Book expenses will help the Book of income and expenses (de Receita & de Despesa).

The most important principle of education should be a combination of theory and practice. The teacher should follow methodological principles, explaining the topics in a specific and convenient (for complete understanding) order (Franklin Head, Brian, 2016: 68). A qualified teacher is required, showing a desire to explain: com ordem, com uma certa comodidade, com um desejo afectuoso to select teaching materials and manuals: O Mestre hábil deve dá-los a conhecer ao seu aluno (Franklin Head, Brian, 2016: 69).

Education in Russia, as in Roman Empire, should be of permanent nature (Franklin Head, Brian, 2016: 83v-84). When educating a nobleman, it is necessary to refer to examples of one's own country, to adhere to one's own religion, since no state

stands out from its own faith (contrary to the fashionable statements of Voltaire and Rousseau) (Franklin Head, Brian, 2016: 85v).

In the orbit of intercultural communication work Sanches introduces a number of techniques. These include the use of precedent names, among which there are numerous proper names (anthroponyms as the names of historical figures, writers and poets), giving to the reported an authentic character; names of state institutions, establishments; religious terms; toponyms and ethnonyms. Thus as the educated public figures, Sanches names Alexander the Great (Franklin Head, Brian, 2016: 83), Scipio Africanus, student of the historian Polybius; Pompey, who throughout his life was constantly accompanied by the philologist Dionysius of Halicarnassus; Emperor Trajan was instructed by Plutarch (Franklin Head, Brian, 2016: 83v, 84). Sanches knows the teachings of Pythagoras and the practices of the ancient druids (Franklin Head, Brian, 2016: 89v).

5. Discussion

Intercultural communication is reflected in the language culture of Sanches. Unassimilated borrowings – barbarisms from the Russian language – were introduced into the treatise to emphasize the national specificity of the description.

There are a number of words that are written in Cyrillic in the Letter of Sanches. Such writing is a manifestation of the interest of the Portuguese scholar in the Russian language and Russian culture. Graphic highlighting of words is connected with the special attention to denotations, for which words serve as symbols.

We now itemize the Cyrillic words and phrases: *учитель, указы, палубы, поле боя* – *teacher, edicts, decks, the battlefield*.

Учитель Uchitel (teacher), by birth French or German (preceptores franceses ou berlinenses) teaches the language in such a way that his student speaks French correctly, knows by heart fable, has an idea of geography and history, knows how to

dance and curl his hair. The word *учитель* is used in the text of Letter in different forms, in the singular and plural, which may indicate the familiarity of Sanches with the grammar of the Russian language. Criticizing the activities of teachers Sanches writes:

Se a Nobreza Russa estivesse apenas destinada a servir a Corte, talvez a educação francesa fosse suficiente para cumprir o seu destino! Mas um *учитель* nunca formará mais do que uma imitação de um homem distinto, digno de servir uma corte: Os pobres pais que não sabem em que consiste a educação admiram as macaquices de contorções e das reverências do seu filho com uma volubilidade de linguagem uma vez que o filho entende tão pouco como o seu pai, todo admirado! *If the Russian nobility served only at court, then perhaps the French upbringing would have been enough for this. But the teachers will bring up only the likeness of an aristocrat, worthy to serve at the court: poor parents who do not know what education is, admire monkey antics and bows of their children and liveliness of speech, despite the fact that his son understands as little as adoring father* (Franklin Head, Brian, 2016: 71v).

Указы Ukaze (a decree) is a regulatory or individual legal act, usually issued by a monarch in Russia. The word was borrowed in French *ukase*, and from it – in English *ukase*, in Portuguese *ucasse*. The Russian *указ* belongs to the group of word with the meaning “to appear”; it is included in a large group of words meaning *show, prove, order, punish, refuse, say, indicate* with the corresponding derivatives.

Палубы Paluby (decks) – platforms, or decking with sides usually mounted on rails, as a rule, were used to transport large-sizes items, weapons: aindo au conhecimento da melhor maneira de construir plataformas móveis ou *пользу* (Franklin Head, Brian, 2016: 68v).

Поле боя Pole boya (battlefield) is a place of warfare a nationally significant metaphor for Russian life.

6. Conclusion

Thuz, Sanches determines the historical, national and professional nature of education. Besides, it could be finally concluded that the transfer of knowledge represents a universal base for intercultural communication, realized in the course of the educational process. Each new period of the historical development shows how the education gives the opportunity to reappropriate the cultural values.

An interlanguage interference is one of the manifestations of the intercultural communication.

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THE RESEARCH COMPONENT OF THE INTERCULTURAL COMPETENCE OF A FOREIGN LANGUAGE TEACHER

Galina V. Sorokovykh¹, Olga S. Kutepova²

*¹ Department of French Language and Linguodidactics
Moscow City Pedagogical University, Moscow (Russia)
sorokovykh@mail.ru*

*² Department of Special Language Training
State Moscow Technical University of Civil Aviation, Moscow, Russia
koc87@inbox.ru*

Abstract: The article presents the author's position on the problem of forming a research component of the intercultural competence of a foreign language teacher. The is placed on the fact that in the pedagogical process a

teacher with a developed intercultural communicative competence should be able to perform the role of an intercultural mediator is emphasized. The position that intercultural communicative competence is an integrated, systemic phenomenon of distinct origin closely associated with other specialist competencies is grounded and proved by the author. The content of the research component of the intercultural competence of the future teacher of a foreign language with the corresponding nomenclature of research skills is presented.

Keywords: Research component, intercultural competence of the teacher, requirements for the research activity of the teacher of foreign-language education

1. Introduction

Formation and development of intercultural communicative competence today is relevant for the teacher of foreign language education due to the fact that a foreign language in recent years has acquired a special role in implementing the principle of cultural diversity (pluralism), which builds interethnic communication in all spheres of life, including professional. In this regard, the professional training and practice of a foreign language teacher must meet the requirements of new circumstances and include in the system of professional competences constantly improving intercultural communicative competence.

2. Objectives/Purpose of the study

The analysis of academic theoretical data allows us to conclude that intercultural communicative competence is understood in them as the ability to communicate in a foreign language, taking into account intercultural diversity and distinguished stereotypes of thinking, implying the achievement of a certain level of knowledge of a foreign language, which allows, in turn, first of all, to react flexibly to all kinds of unforeseen situations in the course of foreign language communication; secondly, to determine the appropriate line of speech behavior; thirdly, it helps to make the right choice for the proper means of

communication and, finally, to effectively use these resources in compliance with the situation.

Effective pedagogical activity in teaching a foreign language in a modern multicultural world requires expanding the essence of the concept of "culture" as a form of existence (Vilchitskaya 2002), a set of certain culturally appropriate models of behavior, a way of perception, interpretation of the world around us, a new understanding of the aims of teaching foreign culture as a harmonious symbiosis of two sociocultural worlds (national and foreign) in the mind of the student. Such a view allows us to include in the structure of intercultural communicative competence the broad spectrum of skills that the future teacher should master and communicate (for the benefit of their future pedagogical activity) to the students: the ability to apply knowledge from the field of national and foreign ethnopsychology in communication, the ability to operate in the communicative space with the realities of one's own and foreign culture, specificity of national norms and traditions of communication with foreign language native speakers, the ability to take into account while communicating norms and the traditions of the daily life of peoples – native speakers of the foreign language studied, relevant carriers of information in the mass consciousness, linguistic and sociocultural vocabulary, regional knowledge; the ability to apply intercultural knowledge in the practice of common social and professional conflict-free communication, establishing contacts; experience of interpersonal and intercultural interaction; personal qualities of the individual.

Accordingly, it can be concluded that in the pedagogical process, the teacher of a foreign language with a developed intercultural communicative competence should be able to perform the role of an intercultural mediator, to manifest himself as a person (with an active socio-cultural and communicative position), implementing partnerships with the trainees in whom, through constant and thoughtful analysis interpersonal and intercultural communicative problems are mastered, the know-

how of successful intercultural communication are formed in a foreign language, the goal of education is achieved.

Intercultural communicative competence is a complex, systemic phenomenon of special origin, closely related to other competencies of the specialist, and therefore is based on knowledge and skills that are formed in the development of other competencies. It is, as has already been noted in our research earlier, the ability to create a common meaning for all communicants, and thus, in the process of intercultural communication, to achieve a mutually beneficial result for all parties (GES VPO, 2016). The implementation of these processes requires scientific research, for which the teacher needs certain research capabilities, manifested in skills (Decree of the Government of the Russian Federation, 2014).

Current socio-economic changes, educational reforms actualize the need to prepare an active, independent and creatively developed, mobile specialist, able to navigate in large information flows. In this connection, there is a need to prepare in the educational system a teacher of foreign languages capable of solving professional problems at a high level, which in turn is impossible without research, regardless of the kind of specialization of the teacher (work in the preschool, school, higher education institution, the system of further education, advanced training, etc.).

The problem of the formation of research skills of the teacher, including the context of profile training, is sufficiently covered in the scientific literature. However, despite the topicality of the problem of developing the research skills of future teachers both in general and in the process of creating intercultural competence in teaching at a university, there is currently no common understanding of their content and structure in linguodidactics. In addition, modern theoretical and methodological views on the essence and process of forming research skills of future teachers in the context of profile training often contain separate approaches in this direction. Let's consider

a number of opinions of researchers on the given question with the purpose of the author's specification of the investigated phenomenon.

3. Methodology and sub headings

In the works of modern researchers, the need for developing research skills in future teachers is emphasized. As suggested by E.G. Tareva "formation of a dialogical consciousness among learners, in which the phenomena of another linguoculture are interpreted through the concepts of the native picture of the world and enrich the latter "(Tareva, E.G., 2014: 63). Willingness to research and skills management in this area in the future will allow the teacher to creatively solve the actual tasks of upbringing and development, organize the process of teaching a foreign language at a level that meets the requirements of modern GEF, society and employers. Active inclusion of students and teachers in research activities in the conditions of higher education us allows to increase the effectiveness of the educational process, to achieve successful students' adaptation to the conditions of pedagogical practice, to increase the level of teachers' self-realization in professional performance. Therefore, focused effort is important because it ensures the formation of research skills in future teachers of foreign languages and it should be organized in universities from the very beginning, thus helping the specialist to adapt to the new conditions of social and pedagogical reality as soon as possible and will contribute to successful self-realization and achievement of productive pedagogical results in the chosen professional field, the manifestation of intellectual and creative potential in various scholastic attainments necessary for pedagogical performance.

According to the official documents of the European Commission, one of the decisive factors of competitiveness in the world today is precisely the research activity, which is designed to help the educator adapt to the constantly changing list of professional duties, to increase the motivation for personal and

professional self-development and self-training (Decree of the Government of the Russian Federation, 2014).

In foreign studies it is emphasized that the basic for the development of research skills are cognitive skills, which, in turn, are determined by educational and logical skills (Gorbuzova 2015). At the same time, the content of research skills is determined by the possession of logical methods of thinking, receptions of reflection and specific research actions.

It is necessary to emphasize the fact that research skills in accordance with the provisions of Federal Educational Standard (FES) today are one of the most important components in the training of a modern professional in higher education. In GEF, defining the directions of training in the bachelor's program, research activities reflecting the cognitive creative nature of professional reality, research methods are considered as a goal and as a means of developing the student's personal potential, his morality and intellect, special attention is paid to the importance of including students in research, researcher, the need to train a teacher who is able to solve professional problems in the field of scientific research.

It is important to note the fact that the implementation of pedagogical activities, including teaching foreign languages, is directly related to the process of developing research skills, since methods on which pedagogical science is based (analysis, observation, experiment, modeling, design, planning, practical implementation etc.), largely coincide with the main components of research skills. In this regard, the importance of mastering research skills is also highlighted in other conceptual, programmatic and regulatory documents in the field of Russian education. Thus, the Professional Standard of the teacher defines the skills of the teacher as necessary skills in carrying out independent research and cognitive research activities, organizing students' various types of educational and research activities, taking into account the possibilities of the educational organization, residence and historical and cultural originality of

the region, organize research – experiment, detection of regularities, proof in private and general cases, to be cooperative in the preparation of students for participation in research activities, research projects. According to the Concept of the Federal target program for the development of education for 2016-2020, future specialists should be ready to independently and effectively solve problems in the field of professional activity, which requires the creation in educational practice of certain pedagogical conditions for the inclusion of students in active cognitive activity, in particular, research.

The processes of globalization, multicultural world development, socio-economic transformations have led to a rethinking of the role of the research component of professional training of students in the conditions of the renovation of higher education and the introduction of a new generation of FES. The traditional pedagogical activity of the teacher in the context of the introduction of a new generation of FES and the implementation of the provisions of the Law "On Education in the Russian Federation" was supplemented with the functions of students self-management and management of subject activities, the implementation of innovative processes, requiring preliminary design of the forthcoming activity on the basis of its analysis, monitoring, expertise, actualizing the development of research skills of the teacher.

4. Result/Findings

The content of the research component of the intercultural competence of the future teacher of a foreign language includes:

- the ability to compare and find correlations between the value system and culture of the studied and native languages, the forms and methods of its implementation in the state structure, models of native speakers' behavior, their speech;
- the ability to isolate and structure cultural values by observing the carriers of other cultures and interacting with them without addressing them with direct questions, since they are not

able to provide an adequate response due to unconscious adherence to the values of their native culture;

- the ability to defend and prove the position of the researcher in the process of planning and implementation of intercultural communication, to determine the actual research problem, to express the problem in tasks, to put forward a hypothesis, to select and implement methods, forms, methods of research, to carry out control and examination, to organize research;

- the ability to analyze the linguistic model as a model that determines the filling of actions of different types of generalization; possession of methodological tools and terminology of research activities, taking into account socio-cultural specifics and communication in a foreign language;

- the ability to compare the research view of the situation from 2 sides, from the point of view of one's own perception and from the point of view of the interlocutor's perception;

- the ability to synthesize the perceptions of one's own speech actions from the point of view of the native scale of cultural values and the perception of the interlocutor's positions from the point of view of his cultural scale, speaking another language, and classifying one's own actions on the basis of this perception.

5. Discussion

The above structure of the research component of intercultural competence approximates the theoretical grounds for practical application in the system of education in higher education and further professional activity. The method of structuring the components of a given multidimensional phenomenon allows not only to show the structure of intercultural communicative competence in the context of intercultural and research skills, but also, from methodological position, performs the function of visualizing the objective communicative reality in the intercultural space, taking into account the research skills and

is focused on managing this reality. The structural representation of the research component of intercultural communicative competence is necessary as a tool for the formation and management of a real communicative, intercultural environment, as a means of designing the learning process and predicting the course and results of this learning. Based on the above structure, we can draw a conclusion that the research skills in the structure of the professional intercultural communicative competence of the foreign language teacher are a symbiosis of skills aimed at developing the teacher's ability to interpret professionally relevant information in a foreign language, taking into account the socio-cultural specifics, ability to self-knowledge and self-development, to personal and professional growth in the learning process and self-development.

The development of the research component is an integral part of the intercultural communicative competence of the future teacher as the ultimate goal of teaching a foreign language, which contributes not only to a more effective integration of the domestic education system into the European and global intellectual community, but also enhances the professional level of the Russian teacher – a graduate of the higher school on the world labor market and in the system of domestic education.

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FORMATION OF THE SPECIALIST'S CROSS-CULTURAL LITERACY WITHIN UNIVERSITY EDUCATION

Lyudmila Zh. Karavanova

*Department of Social Pedagogy
Institute of Foreign Languages,
Peoples' Friendship University of Russia, Moscow, Russia
Karavanova_L54@mail.ru*

Abstract: The article deals with the content of cross-cultural literacy. The study is dedicated to the formation of students' cross-cultural literacy in the learning process at the university. When studying ethnic identity, special attention was paid to examining the culture of one's own people and the culture of other ethnic groups. The basis of ethnic identity reflects the person's self-image and self-perception as representatives of a certain community. The formation of cross-cultural literacy is presented as a kind of semantic process, in which the educational space of the institution should be saturated with information and emotional elements of culture (at each lesson within any academic discipline, and within extracurricular activities as well).

Keywords: cross-cultural literacy, students, formation, learning process

1. Introduction

Modern education is characterized by the tendency for integration and universalization of social relations, which leads to the intensification of intercultural interaction between representatives of different cultural and national communities. Therefore, particular attention is given to the importance of achieving mutual understanding between representatives of different cultural and ethnic communities.

A significant contribution to the harmonization of multicultural society can be made through formation and development of cross-cultural literacy, favoring the development of participants' tolerance in the educational process and respect for the cultural diversity of our society. Cross-cultural literacy helps people to understand their own culture and the culture of other nations, to acquire skills of adequate assessment and understanding of individuals and culture as a whole. Education is designed to ensure the person's inclusion in culture through his/her introduction to national and foreign cultural values, i.e. the modern education is designed to enrich people with universal values.

In the multinational conditions of today's Russia, interpersonal relations take place in multi-ethnic, multicultural environment. Due to a person's learning, working and resting in a multicultural society, there is a need for communication between representatives of different cultural and national communities. As a result, the cross-cultural literacy of the individual is formed.

Domestic scientists note that there is a contradiction between the recognition of the tolerance importance, the ability to understand cultural values and the preservation of cultural identity. It is not always possible for participants of the educational process to overcome cultural stereotypes and treat their own culture and the culture of other people with equal respect.

For Russia, which is a multi-ethnic, multi-confessional state, the formation of civil identity, Patriotic education of citizens and the strengthening of the spiritual community of the peo-

ples of the Russian Federation are incredibly important (The decree of the President of the Russian Federation, 2012).

The love of neighbor and Homeland, compassion, awareness of spiritual unity with other people are mentioned as crucial in the works by M. M. Bakhtin, N. A. Berdyaev, S. K. Bondyрева, I. V. Dubrovina, I. A. Ilyin, J. A. Komensky, D. S. Likhachev, V. A. Sukhomlinsky, etc. Issues of identity are examined by J. B. Amirov, Yu. G. Volkova, O. V. Gukalenko, V. V. Kochetkova and others. Yu. N. Kulyutkin, V. I. Lyubimov, E. I. Ogarev and V. G. Onushkin consider cross-cultural literacy as a form of functional literacy.

The marked increase in the rate of growth of cultural and ethnic diversity in our country (the influx of migrants from other countries – above all, from the post-Soviet ones) and, on the other hand, the lack of targeted national policies that would ensure the peoples' integration, lead to significant social risks and the need for cross-cultural literacy of the population.

Cross-cultural literacy is an area of social reality aimed at the mutual penetration of cultures, the achievement of mutual understanding with the preservation and consideration of the national worldview, with simultaneous mutual enrichment in spiritual and socio-cultural terms.

A cross-culturally literate person is a person who is able to think globally, understand himself/herself and other people and treat different cultures with equal tact and benevolence.

2. Purpose

Purpose of the paper based on theoretical understanding and practical study, to develop recommendations for the formation of cross-cultural literacy specialist within university education.

3. Research Methods

The methodological basis is represented by system-activity, personality-oriented and competence-based approaches, along

with the theory of ethnic cultures, interethnic dialogue, the theory of cultures' dialogue in the multicultural space, the conventional interpretation of social experience and personal self-determination.

The theoretical basis is the works on the development of ethnic groups and their cultures (Yu. Bromley, F.V. Vavilin, L.N. Gumilev, N.I. Danilevsky, V.O. Klyuchevsky); texts on intercultural dialogue (A.I. Arnoldov, M. M. Bakhtin, N. Berdyaev, V.S. Bibler, S.I. Ikonnikov, etc.); provisions concerning multicultural education and the impact of culture on the individual's spiritual formation (S.I. Arkhangel'sky, E.P. Belozertseva, V. S. Bibler, P.P. Blonsky, V.A. Ershov, S.Y. Kurganov, A.A. Leontyev, D.S. Likhachev); books and articles dedicated to ethnic features of Russian education and interethnic communication culture (G.N. Volkov, Z.T. Hasanov, I.V. Danilov, A.F. Dashdamirov, V.V. Prisak, A.E. Izmaylov, O.V. Lebedev).

4. Result/Findings

We detected and explained the following complex of the means promoting the formation of cross-cultural literacy: introduction of the system organization of the individual differentiated training, individually focused practice, application of interactive educational forms, including social and psychological trainings which assume dialogue and personal equal communication; involvement of students in research work on issues concerning the development of cross-cultural literacy.

The teacher must have cross-cultural literacy in order to be able to communicate with students of different nationalities, to have a positive attitude to another culture and the acceptance of other cultures in order to eliminate intercultural differences, to form a creative environment of mutual respect, the desire to preserve the diversity of cultures. This makes it possible to consider cross-cultural literacy not only as an understanding of a different culture, but also as the acquisition of knowledge that plays an important role in the regulation of communication and behavior.

This underlies the creation of pedagogical technology for the formation of cross-cultural literacy, which includes the following stages:

- * analysis of scientific and pedagogical literature (didactic, methodical) and cross-cultural literacy practices;

- * selection of cross-cultural educational material;

- reflection on future specialists' experience in cross-cultural literacy;

- * comparative analysis and systematization of cultural-specific information essential for the formation of cross-cultural literacy, in order to integrate the content of educational and non-educational processes;

- * identification of principles and factors contributing to the optimal dynamics of cross-cultural literacy;

- * evaluation of the effectiveness of forming a creative respect-based environment as the preservation of cultural diversity.

The main task of the specialist is to learn to appreciate the originality, uniqueness of cultural manifestations. To do this, one should not only be crossculturally literate. A person should productively interact with representatives of his/her own culture and other cultures. Considering the formation of cross-cultural literacy as a kind of semantic process, the educational space of the institution should be saturated with information and emotional elements of culture (at each lesson within any academic discipline, and within extracurricular activities as well).

It is necessary to begin the formation of cross-cultural literacy with understanding of their culture, their people, their moral and spiritual values.

Thus, the learning process must be based on the following principles:

- * socio-cultural correspondence as the construction of future specialist's training according to his/her nature;

- * developing-educational training as a mastery of knowledge and methods of activity, regulating the ways of interaction;

- * favorable climate and positive motivation for learning;
- * activity and consciousness of students;
- * combination of individual and collective forms of education (Buryanov, S. A., 2017: 39-46).

The created multicultural conditions provide young people with cross-cultural literacy as readiness for intercultural dialogue, as the ability to understand the value of cultural diversity.

Experimental study of the formation of cross-cultural literacy was carried out in the Institute of Foreign Languages of Peoples' Friendship University of Russia (IFL PFUR). The total sample size was 100 students. Besides, the study involved 5 University teachers (from 42 to 69 years old), who made up an expert group.

With the aim of identifying the future specialists' cross-cultural literacy, the following methods were used: the questionnaire "Ethnic identity" (K. A. Nalchadzhyan), the questionnaire "Types of ethnic identity" (G. U. Soldatova, S. V. Ryzhova) and the author's questionnaire.

To determine the formation of the students' cross-cultural literacy, it is important to identify their ethnic identity. Creating their own culture, each nation creates a kind of "picture of the world", which contains the whole set of ideas about the ethnic community, about their own and other ethnic groups. The basis of this ethnic consciousness, reflecting the perception and representation of individuals about themselves as representatives of a certain ethnic community, is ethnic identity. V. I. Kozlov defines ethnic identity as a sense of belonging to a particular ethnic group, which is expressed in the definition of a person belonging to a particular ethnic group (Kozlov, V.I. 1994).

At the initial stage of the experiment with students studying in the direction of "Psychological and pedagogical education", a conversation was held on the topic "formation of cross-cultural literacy in the learning process." Students were asked questions: "What do you mean by the concept of "cross-cultural literacy"?", "Should all teachers be cross-culturally literate?", "What do you

mean by the formation of cross-cultural literacy in the learning process?”.

The following answers were received: “respect for other nations”, “Transfer of positive experience of communication culture”, “Respect for other peoples’ traditions”, “Teachers’ interaction with children of different cultures”, “Respect for any nationality”, “Ability to use knowledge about other nationalities”, “Interaction between cultures”, “Our country is multinational, and we should all be able to communicate with each other”, “To express respect for others”, “To take into account the traditions of other nations, to respect their culture”, “To communicate positively with representatives of different nationalities”, “Formation of tolerant attitude to representatives of other cultures”, “Knowledge of customs and culture of one’s own and other peoples”, “Formation of tolerant attitude among the younger generation”, “Formation of respectful attitude among the younger generation regardless of nationality”, “To form tolerance, develop friendly relations between different nations”, “Formation of tolerant behavior and ability to communicate with people of any nationality”, “to form free interethnic communication”, “Knowledge of customs and culture of one’s own and other peoples”, “Formation of tolerant attitude among the younger generation”, “Nurturing of respectful attitude among the younger generation regardless of nationality”, “To form tolerance, develop friendly relations between different nations”, “Formation of tolerant behavior and ability to communicate with people of any nationality”, “To form free interethnic communication”, “The need to form tolerance”, “Acquaintance of children with traditions and life of other peoples”, “The attitude of the person to other peoples”, “Nurturing of a single culture”, “Cross-cultural literacy is the ability of interethnic communication”, “Knowledge of another people’s culture and taking it into account during communication between ethnic groups”, “Avoiding disrespectful relations between peoples”, “The need for proper perception of different cultures”, “Nurturing of proper communication between people of

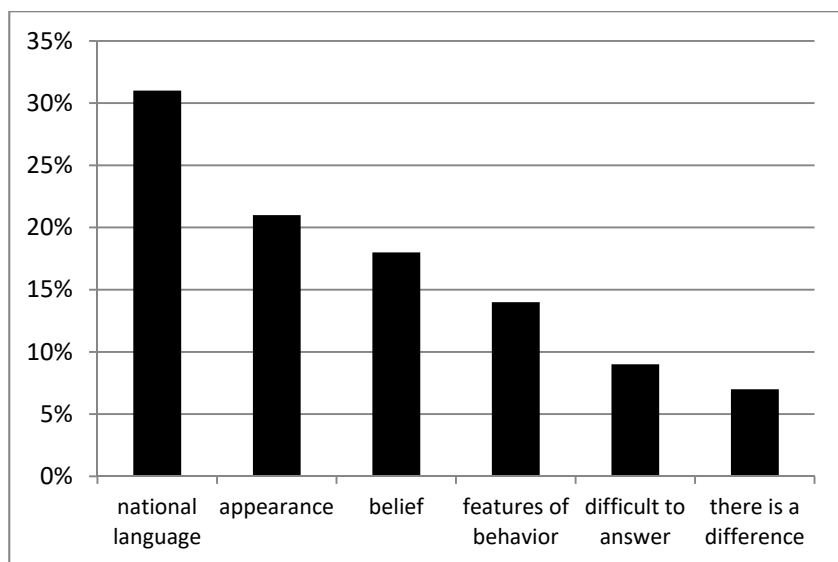
different nationalities”, etc. However, there were such answers: “I do not understand this term”, “Teachers have too much work to do all that”, “Visitors should know the culture of our country, not vice versa”.

A careful analysis of the responses given by students studying at IFL RUDN, led us to the following conclusions: the students’ answers are complete, showing the understanding of such concepts as “tolerance” and “cross-cultural literacy” (some understand the essence of the term intuitively, but there are those who have a fairly clear idea of the content as a whole).

The survey included such questions as “What language do you consider to be your native language?”, “Do you know the culture of your people?”, “Do you like the traditions of your people?”, “Do you know the stories and legends of your people?”, “Do you know the music, songs and dances of your people?”, “Do you follow folk traditions?”, “Can you distinguish representatives of one nationality from those of another one?”, “Does it annoy you when people of the same nationality speak a language you don’t understand?”, “Would you like to understand the culture of another nation?”, “Do you have difficulties in communication with people of different nationalities?”, etc.

The students were asked about their opinion on the difference between representatives of two nationalities. 34% of students note that this difference consists in their national languages, 21% pay attention to appearance, 18% consider religious affiliation and 14% indicate behavior as the main factor. However, some students found it difficult to answer (9%), and there were students who said that there is no difference (7%).

The answers showed that most respondents see the difference between representatives of two nationalities in their national language (34%). Students who answered that there is no difference between nationalities (7%) think philosophically: there are good and bad people among all nationalities.



Rice. 1. Difference between representatives of two nationalities

Cross-cultural literacy cannot be formed without understanding one's own ethnic culture, which, in its turn, actualizes the task of creating conditions for its study. At the same time, it is important to note that the experience of mastering one's own ethnic culture, as well as the experience of improving personal cross-cultural qualities, enables a person to comprehend another ethnic culture. There is no doubt that the formation of ethnic identity creates prerequisites for the adequate perception of the cultural diversity of modern society. However, within the pedagogical process aimed at the formation of students' cross-cultural literacy, it should be understood that the experience of understanding their own ethnic identity can be not only a condition, but also a barrier in building inter-ethnic relations. A certain obstacle to intercultural communication may be the thoughtless acceptance of other cultural traditions and values without a deep understanding of their features (consideration of European values as universal, non-critical introduction of Western views into the Russian educational space, etc.).)

We may conclude that the understanding of ethno-cultural identity, without which the formation of cross-cultural literacy is not possible, can have a number of negative consequences. This fact actualizes the importance of specially organized pedagogical conditions for the successful formation of cross-cultural literacy. Therefore, within the educational process aimed at the development of the teacher's cross-cultural literacy, one of the primary tasks to be solved at the initial stage is the creation of pedagogical conditions for understanding one's own ethnic identity. When solving the problem of ethnic identity actualization, particular attention should be given to the study of culture, history of their own people and the culture of other ethnic groups. The basis of ethnic identity, reflecting the person's self-image and self-perception (as that of an individual representing a certain community) is ethnic identity. The possibility of comparative analysis of one's own ethnic culture with other cultures intensifies the processes of understanding the ethnic identity, determined by an ethnic group's positive, neutral and negative characteristics.

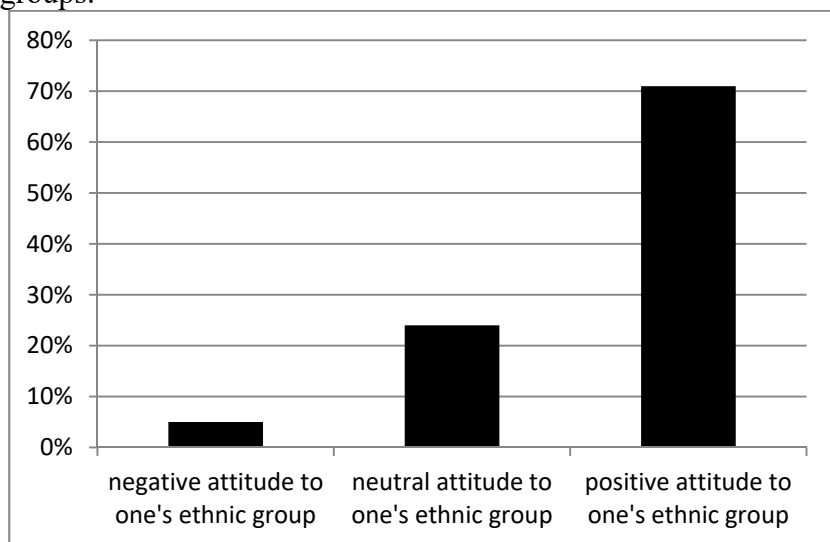
So 5% of students who participated in the survey noted a negative attitude to their ethnic group, 24% – a neutral attitude to their ethnic group and 71% – a positive attitude to their ethnic group.

One of the most important characteristics of oneself as “ideal”, “typical” representative of one's nationality, or “typical” representative of another nationality is ethnic identity, which can be assessed by means of the questionnaire “Types of ethnic identity” (Soldatova G. U., Ryzhova S. V.).

This method allows diagnosing ethnic consciousness and its transformation in the conditions of interethnic tension.

One of the indicators of ethnic identity transformation is the increase in ethnic intolerance. Tolerance / intolerance is the main problem of interethnic relations in the conditions of growing tension between nations. The degree of ethnic tolerance of the Respondent is assessed through the following criteria: the level of “negativism” towards their own and other ethnic groups, the

threshold of emotional response to the non-ethnic environment, the severity of aggressive and hostile reactions against other groups.



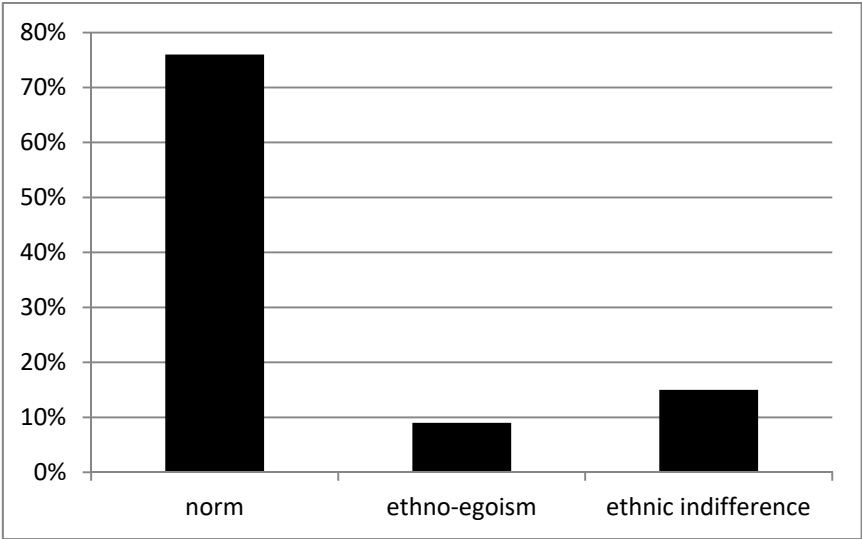
Rice. 2. Ethnic identity

Based on this questionnaire, the type of tolerance among future specialists was identified. So positive ethnic identity is marked in 76% of students; expressed ethno-egoism, as a harmless form, but assuming tension and irritation in communication with representatives of other ethnic groups, as the emergence of a discriminatory form of interethnic relations – in 9%; and the low level of orientation, i.e. separation from their own ethnic group and the search for socio-psychological niches not by ethnic criterion – in 15%.

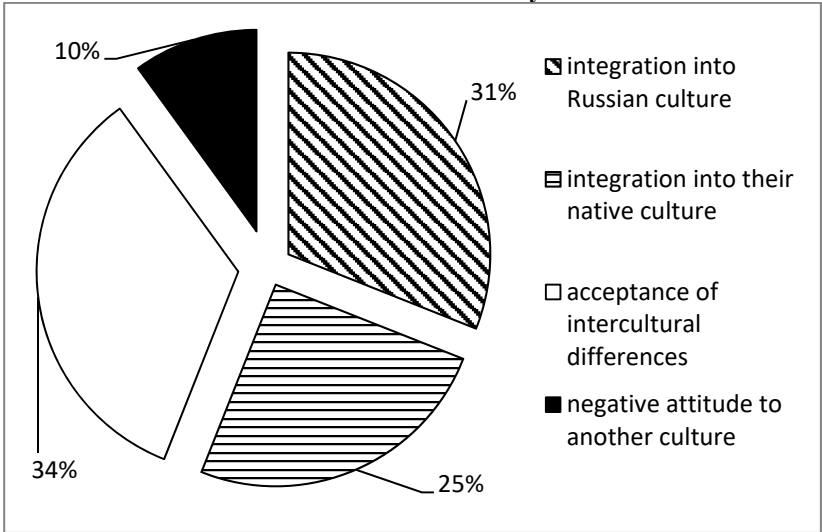
Based on the organized observation, we witnessed certain behavioral situations when students showed themselves as members of a multinational team.

The author's questionnaire revealed the students' attitude to their own and other cultures: integration into Russian culture – 31 %; integration into their native culture – 25 %; acceptance of

intercultural differences – 34 %; negative attitude to another culture – 10 %.



Rice. 3. Ethnic identity



Rice. 4. Perception of intercultural differences
Therefore, it is necessary to train future specialists

to consider:

- students' traditions and culture;
- the education which they received;

to create

- the conditions for successful adaptation of future specialists in the educational environment of the University;

to form and develop

- the culture of interethnic communication for successful integration into society.

The results suggest the need for work in the field of cross-cultural literacy.

Based on the analysis of the results, the programme "Cross-cultural literacy of future specialists" (72 hours) was developed. The content of the programme includes a special course on "Cross-cultural literacy in multicultural education". These are lectures and interactive classes (for example, "National values"). The programme also includes training "cross-cultural dialogue".

In the content block, future specialists receive knowledge in the field of cross-cultural education. The course topics are focused on the study of specific material in the field of cross-cultural education.

5. Conclusion

According to the results of the experimental work, we defined and justified a set of tools that contribute to the implementation of conditions for the development of cross-cultural literacy: introduction of the system organization of the individual differentiated training, individually focused practice, application of interactive educational forms, including social and psychological trainings which assume dialogue and personal equal communication; involvement of students in research work on issues concerning the development of cross-cultural literacy.

The first stage of educational activity includes the involvement of first-year students in the educational space of the Univer-

sity. The second stage is the creation of student scientific communities, and the third stage is the scientific and practical activity, i.e. the acquisition of professional competencies.

Extra-curricular educational activities include:

- * visiting thematic exhibitions in Moscow museums: "The House-Museum named after A. S. Pushkin", "The House-Museum named after M. Yu. Lermontov", "Multi-faced Russia (Russia through the eyes of the photographer)" (photo exhibition of students, etc.);

- * work of creative groups on the topics: "Modern education of the student", "International relations in modern education", etc.;

- * participation in international and all-Russian scientific conferences on education and cross-cultural literacy;

- * participation in creative competitions: all-Russian competition "Pearl of Russia"; "My Motherland", "Multinational people of Russia", "Train of Friendship", "National sports games", "National dishes", etc.

Thus, the effectiveness of forming cross-cultural literacy is determined by the creation of psychological and pedagogical conditions that allow the subjects of the educational process to improve their abilities in accordance with the required level of modern education. Implementation of cross-cultural literacy is possible if its formation is considered as a dynamic educational process carried out in a multicultural educational environment of the University.

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LINGUOCULTUROLOGY AND INFORMATION FACILITATORS IN THE CONTEXT OF EDUCATIONAL INFORMATION GLOBALIZATION

Alla H. Guseva

*Institute of Philology and History
Russian State University for the Humanities, Moscow, Russia
allahanafievna@gmail.com*

Abstract: This publication focuses on the methods of working with francophone digital educational resources. It shows the methodical concept of the master's-level course and reviews some electronic authentic sources as well as interrelation and interdependence of linguodidactics, linguoculturology, computer science and foreign language teaching methods.

Keywords: digital educational resources, professional competences, informational facilitators, electronic resources of translator, foreign language hypertext, digitalization of education, socio-cultural communication

1. Introduction

In the era of globalization, communication processes play a key role, and the global Internet is considered in this paradigm as one of the most promising tools for interculturalism, cooperation and information sharing. Well-organized work with foreign language information facilitators allows to learn about world civilization, to develop communication plan with native speakers – representatives of today’s culture of the country where the target

language is spoken, as well as to improve auditive and phonetic skills.

Now the methods of teaching both foreign language and specialized humanitarian programs are changing dramatically. Due to digitalization of education, universities have become the flagships in development and integration of innovative methods with use of digital educational resources (DER) into the educational process.

In the current academic year 2018-2019, the organization of university educational and scientific activities is performed and managed through the official website of the Russian State University for the Humanities (RGGU) (<https://www.rsuh.ru/>), and, starting from 2012, «Information technologies in philology», «Computer lexicography», «Computer science and information technologies in linguistics», «Electronic resources of translator», «Computer software for translation» have been made the obligatory education programs for Higher Education. The specified programs are given to the students on bachelor's and master's levels in «Foreign Language», «Philology», «Linguistics» fields of the Institute of Linguistics and the Institute of Philology and History of the Russian State University for the Humanities.

2. Objectives/Purpose of the study

Analysis of the methodological concept of one of the listed educational modules as well as the definition of the main didactic mechanisms of teaching through the use of foreign language DER – evidence from «Electronic Resources of Translator» («ERT») program given to the first year students of master's level in the Institute of Philology and History of the RSUH («Translation and Translation Studies» profile).

3. Methodology and sub headings

The methodology of the study represents the comparative approach in development of multimedia educational modules

(MEM) in accordance with the skills format as well as the analysis of authentic digital educational resources (DER) in French.

Terminology.

Generated and improved competencies/skills.

Description of «Electronic Resources of Translator» MEM.

Characteristic of authentic DER.

Role of information facilitators.

Conclusion

3.1. Terminology

It is necessary to introduce the terminology of this publication and define the didactic technologies of giving lectures and practical exercises aimed to generate and improve the specified competencies/skills of the master's level students.

In the context of this publication, «digital educational resources (DER) represent digitalized photographs, videos, static and dynamic models, virtual reality and interactive modeling objects, cartographic materials, audios, symbolic objects and business graphics, text documents and other educational materials necessary for organization of the educational process» (Korobkova, K.V., Kalinovsky, E.A., 2012: 27). It is necessary to make the requirements to DER more specific, having outlined the obligatory criteria like: «...<...> 2. To focus on the state-of-art forms of education, to ensure high interactivity and multimedia of teaching process; <...> 7. to build on reliable materials; <...> 11. to provide, where methodologically useful, individual adjustment and preservation of intermediate work results; 12. to have, where necessary, integrated context help; 13. To have user-friendly interface» (Korobkova, K.V., Kalinovsky, E.A., 2012: 3).

According to the classification of V.N. Shevchuk, electronic systems necessary for translator and linguist to be mastered and used professionally are divided into the following groups: «information systems are systems that provide automatic search for linguistic and extralinguistic information on the Internet, as well as information management (encyclopedias, electronic library

catalogues, term banks, search servers, etc.); translation systems are computer translation systems such as PROMT, Translation Memory, StyleWriter, Transcheck, etc.; communication systems are systems ensuring translator-customer communication by e-mail and translator-colleagues communication via translation portals and websites» (Shevchuk, V.N., 2013: 18).

According to J. Gerbault, «online resources for those willing to learn a foreign language are more abundant than offline resources thanks to daily updates, completions and various types of synchronous and asynchronous bidirectional connections» (Gerbault, J., 2002: 8). The efficiency of using French-speaking resources implies reduction in time for search, optimization of learning of large amounts of information, improvement of communication skills, and, consequently, increase in motivation to master media technologies in French and their subsequent use, and not only to create a final project. Electronic resources in French are information facilitators and within «ERT» program it is logical to treat them as an effective educational tool that increases students' motivation not only to master the French language, but also to acquire knowledge about French civilization through visualization and listening (reception), as well as oral and written communication in social media with native speakers and culture bearers (products). This thesis is supported by the opinion of T.V. Zhrebilo who treats linguocultural motivation as «motivation aimed to acknowledge that language is a cultural and natural heritage of both humanity and every nation» (Zhrebilo, T.V., 2010: 180).

3.2. Generated and improved competencies

Further it is required to list the professional competences/skills in accordance with the Federal State Educational Standard for Higher Education on «Philology» course. In the first group namely general cultural competences (GCC), GCC-4 can be highlighted: «ability to independently gain including through the information technologies and use in practice new knowledges

and skills even in new areas of knowledge not directly related to the field of activity» (Decree, 2015: 6). In general professional competencies (GPOC) (the second group) GPOC-3 can be focused on: «ability to demonstrate knowledge of modern scientific paradigm in philology and dynamics of its development, the system of methodological principles and teaching practices of philological research» (Decree, 2015: 7). The third group, professional competencies (PC), is the most extensive one, since it is the discipline of a practical nature and is studied only to be used in the practical translator's occupation: «PC-3: skills in expert analysis, commenting, reviewing and summarizing the results of the scientific researches using up-to-date techniques and methodologies, local and foreign best practices <>; PC-4: skills in participation in the work of research teams undertaking researches on wide-range philological issues, preparation and edition of scientific publications <>; PC-10: ability to transform various types of texts (for example, changing the style, genre, target of the text) <>; PC-15: ability to plan integrated use of information and control it» (Decree, 2015: 8).

3.3. Description of Electronic Translator Resources MEM

In accordance with the practice-oriented concept of mastering the program, master's students do the work consequently or in parallel using electronic flowcharts, create presentation essays, lexicographic databases, commented glossaries, and text corpuses on the selected areas of humanitarian knowledge. To clarify, the methodical concept of «ERT» is based on studying and processing materials of DER through the electronic translation systems as well as on reviewing, commenting, abstracting and summarizing research results using up-to-date local and foreign techniques. The subject area covers processing of foreign language hypertext, working with a multilingual database, comparative analysis and typology of humanitarian texts, developing an interactive thematic glossary and applied (translation, editorial) activities in linguistic, professional and socio-cultural communication.

While teaching how to translate using DER, the master's students shall review interrelation and interdependence of linguistics, philology, cultural linguistics, humanitarian background, computer science and translation practice at the modern stage of information and communication technologies development.

4. Result/Findings

In accordance with the above we shall determine the role of electronic resources in French in research project activities of the students taking ERT courses considered as applied as practical module contains individual tasks made up using various software and motivating to enhance cognitive and creative activities in linguistic and culture of francophone states, in most cases, civilization, literature and culture of France.

What foreign language DER are studied by the master's level students? First of all, let's give an example of the most advanced electronic libraries (EL) in French in terms of content. They include illustrated electronic resource «Gallica» (<http://gallica.bnf.fr/services/engine/>), developed and updated by the National Library of France (Bibliothèque Nationale de France), the most popular in professional environment. Besides fiction and scientific literature, the resource contains a collection of illustrative materials: photographic images and historical graphics, it also provides access to professional texts on history and philosophy, politics and economics, sociology and psychology, management and law in French. It is important that this resource contains encyclopedic databases and various dictionaries of universities and academic institutions «Encyclopédies & Dictionnaires» (<http://eduscol.education.fr/cdi/res/rip-et-projets-soutenus/encyclopedies-dictionnaires>) useful for philologists and linguists and translators. The French resource that provides software for hypertext materials processing, «Ebooks Libres et gratuits» (<https://www.ebooksgratuits.com>) is free and includes downloadable texts. The library of classical world literature in French is most fully reflected in the electronic catalog EL «ABU: la Bib-

liothèque Universelle» (<http://abu.cnam.fr/BIB/>) and is of particular interest to the master's level students making projects in philology or translation studies.

In this regard it is necessary to mention the DERs promoting the development of sociocultural competence/skill as a component of communication skill implying «sociocultural knowledge (information about the country of the target language, spiritual values and cultural traditions, features of the national mentality)» (Azimov E.G., Shchukin A.N., 2009: 287). Let us name the today's radio resources giving an unique opportunity to listen to a live speech of native speakers online, and when referring to archival materials allowing to clarify information on the topic of interest. The «Radio France Internationale» (<http://www.rfi.fr>) resource contains adapted news releases for French learners: «Journal en français facile» (<https://savoirs.rfi.fr/fr/apprendre-enseigner/langue-francaise/journal-en-francais-facile>) and offers to determine the level of French proficiency on the TCF exam materials (<https://savoirs.rfi.fr/fr/apprendre-enseigner/langue-francaise/tcf-session-davril-2018/1>) in monthly updated sessions. The official site RFI also includes a blog of specialists in French-language literature, sections of video on cultural, scientific, technical, sport topics (<http://www.rfi.fr/videos/>), etc.

For advanced level of proficiency in French, it will be useful to regularly visit the Internet version of the channel «France 24» (<http://www.france24.com/fr/>) , which also contains materials in English and provides an opportunity to watch feature films and documentaries in French and also includes news television programs, reports and videos reflecting different positions and opinions on current public and political events in France (for example, «Pas 2 quartier», «Un œil sur les médias», «Focus», «L'invité du jour», «Info éco», «7 jours en France» and others).

Certainly, the Francophiles pay appropriate attention to the informative educational resource «TV5 Monde» (<http://www.tv5monde.com/>), useful primarily for preparing to

DELF, the international qualification exam in French language containing interactive listening, grammar, vocabulary tests, the possibility of interactive writing of linguistic dictation with subsequent verification (section «Langue française», http://www.tv5monde.com/cms/chaine-francophone/lf/p-26292-Langue-francaise.htm?utm_source=tv5monde&utm_medium=metanav&utm_campaign=langue-francaise_decouvrir-le-francais). The «TV5 Monde» has become very popular thanks to app «7 jours sur la planète» (<http://www.tv5monde.com/cms/chaine-francophone/info/p-1914-7-jours-sur-la-planete.htm>), for iOS and Android and designed for different levels of language proficiency.

5. Discussion

5.1. The role of information facilitators

In the context of studying the civilization of France with the use of ICT, we agree with E.G. Azimov and A.N. Shchukin, designated that «the study of interrelation and interaction of culture and language in the process of their functioning» to be the object of the linguistic culturology and defined that the subject to be «material and spiritual culture created by a man in its existence and functioning, i.e. everything that constitutes the linguistic picture of the world» «in the circle of the related sciences like sociolinguistics, ethnolinguistics, linguistic studies, cultural studies» (Azimov, E.G., Shchukin, A.N., 2009: 127).

Information facilitators are, as a rule, available Internet resources and databases with sign-up access. Note that these resources have a high educational value both for a French language teacher and his/her scientific activities, and for a student learning the language and culture of French-speaking countries, because this type of educational materials allows to perform tasks on the program remotely without leaving the house and in the computer classroom with the instructor. The full-text educational products classified on the specific topics are more targeted. They have the following type classification: «1. packages of electronic maga-

zines (specialized); 2. monographs on the Internet; 3. preprint archives; 4. full-text databases; 5. educational materials on university servers; 6. collections of electronic dissertations; 7. electronic photo archives; 8. archives of illustrations, paintings, audio and video files; 9. terminology data banks, etc.» (Guseva, A.H., 2018: 41).

5.2. Conclusion

A brief analysis shows only a few examples of DERs, used by the master's level students when performing ERT tasks. As a result of competent selection and constant updating of their own database of digital educational resources and media objects, the master's level students gain new linguistic, socio-cultural and discursive skills and abilities. It can be said that giving classes to master's level students in this case can be considered as monitoring their progress in research activities, moderating the communication process in the translation community and vocational guidance. At its core the research work through foreign language DERs implies extensive and hard work on examination of hyper-text and lexicographic sources, foreign language lexical and grammatical materials, as well as viewing and selecting multimedia materials. In this regard, the master's level students are offered a list of sources and DERs, which they must complement and also give reasons for their choice, as a base to perform interactive tasks.

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TEACHING ENGLISH FOR PORTUGUESE NATIVE SPEAKERS: THE CASE OF BRAZILIAN APPLICANTS AT KURSK STATE MEDICAL UNIVERSITY

Olyesya V. Razdorskaya

*Department of Foreign Languages
Kursk State Medical University, Kursk, Russia
razdorski@yandex.ru*

Abstract: The article deals with the problem of pre-University training of Brazilian applicants at the Russian medical university. The author describes two directions of teaching English – professional and sociocultural, and innovative pedagogical technologies used. In our conditions, studying English becomes the means of getting to know Russian culture.

Keywords: pre-University training, applicants, sociocultural adaptation, pedagogical technologies

1. Introduction

Globalization is transforming higher education. Pushed and pulled along by the forces of globalization, internationalization presents many exciting opportunities to higher education institutions and systems. At the same time, real risks and challenges are inherent in this complex and fluid environment. At stake are issues of competitiveness and relevance, requiring new kinds of strategic thinking, and acting with regard to the international dimension by all types of higher education actors (Altbach, P.G., 2010: 23). These trends have become actual at Russian medical universities training foreign students. There is an urgent need in choosing teaching methods relevant for the foreign students.

Kursk State Medical University is the first medical university in Russia to teach foreign students in English. KSMU acts as a subject of the international education market from the 1990s. The first foreign citizens from India, Morocco and Syria began to study at Kursk State Medical Institute in 1992. In 1993, the faculty for the foreign students was organized, later renamed to the international faculty. The University's aim is not only to increase the number of foreign students, but also to improve the system of their training, taking into account the requirements of the world labor market, for this purpose, innovative forms of education are introduced in educational activities (Sklyar, E.S., 2018).

2. Objectives of the study

The process of teaching foreign students in Russian universities is of interest to specialists in various fields. The objective of this study is to show the experience of teaching English for the Brazilian applicants of Kursk State Medical University with the usage of active methods of teaching. The study also focuses on the linguistic and sociocultural adaptation of the applicants before entering KSMU.

3. Methodology

Foreign students are not the native speakers of English, and this fact complicates the task of forming their professional competencies in the process of studying medical sciences. Therefore, the center of pre-University training of foreign citizens at KSMU carries out the preparatory courses in English (as well as the courses in Russian, Biology and Chemistry). The educational program is of 240 hours of teaching English, far exceeding the number of hours for teaching the other subjects. The additional general education program in English is aimed at mastering lexical and grammatical material and the basis of English for Medicine necessary for the implementation of a student's communicative needs, and solving the following tasks:

- to know English to the extent necessary for communication in the educational, professional, social and cultural spheres;
- to know the basis of English for Medicine necessary for studying at a Russian medical university;
- to be psychologically prepared for the learning activities in the new socio-cultural environment (Center of pre-University Training, 2018).

Brazilian applicants were studying English at the secondary schools. For the determination of their level of knowledge, they are given a test at the beginning of their course of English. The obtained results help the teacher to design an individual educational trajectory for each applicant according to his/her initial knowledge of English.

The course of teaching English for the foreign applicants has two directions – professional and sociocultural. The applicants get not only linguistic and cultural but also regional study competence, the significance of which is relevant to their successful integration into the new sociocultural environment.

The almost complete absence of the English language environment is a serious factor that reduces the foreign applicants' communicative activity. Nevertheless, in the process of the fur-

ther studying at the university, English becomes the means of communication between Brazilian students and students from the other countries as they study in multinational groups.

The educational process is complicated by the fact that the teachers of English do not know Portuguese. Information perceived by the Brazilians in English is subject to codification in their native language. In our opinion, the teacher should take into account the interference of the Portuguese language, for this purpose the comparative analysis of the lexical and grammatical phenomena of English and Portuguese is made during each class. In this situation, the applicants become the active subjects of the educational process as they introduce the teacher to the peculiarities of their native language. The usage of comparative analysis contributes to the development of the applicants' cognitive skills and promotes their motivation for studying English.

4. Result/Findings

In the process of studying the topic 'Peculiarities of doctor and patient communication' we use a Russian-Portuguese Phrasebook (Rodionova, M.A., 2004: 288); the applicants translate the phrases from it from Portuguese into English (column 2 of Table 1), then the teacher checks the correctness of the translation (column 3) using the same phrases from the Phrasebook in Russian (column 1).

**Table 1. Examples of translation according to the scheme
'Portuguese – English – Russian'**

Russian	Portuguese	English
Я чувствую себя неважно.	Não me sinto bem.	I feel not well.
Меня тошнит.	Estou enjoado.	I have vomiting.
У меня кружится голова.	Sinto tonturas.	I am dizzy.
У меня болит здесь.	Me doi aqui.	I have a pain here.
Боль острая.	É uma dor aguda.	The pain is acute.
Болит постоянно.	Dói-me sempre.	The pain is constant.

Professional vocabulary, particularly the words denoting different body parts and organs, is introduced the same way using Portuguese – Russian dictionary.

In conditions of the absence of the literature about communication of doctors and patients in Portuguese, we use the book *250 Brazilian jokes*, namely the jokes about doctors (Franco, P., 2013: 58), for the introduction of medical vocabulary and clichés of doctor – patient communication. The applicants listen to the recording of the jokes in Portuguese (the disc with recordings of native speakers of Brazilian Portuguese is available), and then they receive an assignment to write down or retell them in English.

At the end of the course of studying English, the applicants with a high level of knowledge get the tasks of increased complexity, for example, to translate a dialogue from the textbook in Russian (which is used at the classes in Russian) into English.

Taking into account the interdisciplinary links with such subjects as Biology and Chemistry studied at the preparatory courses, we have designed the simulation games ‘A Class in Biology’ and ‘A Class in Chemistry’. During these games, one applicant with a high level of English who plays a role of a teacher gets a preliminary task to make questions on a certain unit of these subjects studied by the applicants. Then he/she asks the other applicants these questions. To participate in these games the applicants use the material studied at the courses in Biology or Chemistry. The teacher becomes the facilitator of the imitation game and evaluates the applicants’ level of English and their ability to communicate and interact in the academic group.

Moreover, the preparatory courses in English become the means of socialization of Brazilian students in KSMU, the city and the country. We share the E.Yu. Kosheleva’s point of view that at the initial stage of entering a new macro- and microenvironment, most foreign applicants have a low level of awareness of Russian customs, traditions and culture; of the existing system of higher education in the country. Many students, for the first

time, have a problem of internationalization, the need for communication with the people of different social, ethnic, national norms and cultures (Kosheleva, E.Yu., 2011: 4).

Studying a foreign language is often viewed as a way of getting to know the world's culture, the cultural achievements and peculiarities of different nations (Passov, E.I., 2003: 12). Each language is closely connected with culture, it indicates the culture, is an obligatory precondition for the culture's development in general. The English language commonly considered as a tool of forming linguistic and cultural competence in the process of getting to know the culture of English speaking countries, in our case, becomes a tool of getting to know Russian culture. In fact, English is used as the language of mediation in the dialogue of Russian and Brazilian cultures. Studying the aspects of Russian culture promotes the formation of tolerant attitude to it.

In order to reveal the applicants' stereotypes of Russia, we were using the method of associative analysis. During their first class of English, Brazilian applicants were asked to name all the things they associate with the notion 'Russia'. We have analyzed the frequency of these things' mentioning (table 2).

Table 2. The results of associative analysis with the notion 'Russia'

Applicants' answers	Amount of being mentioned
Vodka	5
Socialism; Beautiful Orthodox churches and cathedrals; Cold weather	4
Big country; Rude people; Serious people; Wonderful girls	3
World War II; Matryoshka; Smoking women; Old unusual buildings	2
Kursk State Medical University; Bad food; Nice places; Moscow; St. Petersburg; Parks; Beer; Many squares; Nuclear power station; Balalaika	1

As you can see in the table, the lexical and semantic field of verbalization of the concept 'Russia' is associated with everyday

objects, different realities of historical and modern life. The analysis has shown that the associations of the Brazilian applicants are often based on the negative stereotypes of Russia. This negative character is caused by insufficient knowledge of Russian ethnic culture, as Brazilian respondents have just arrived to Russia.

At the English classes, the applicants read the texts about Russian customs, traditions and holidays and compare them with the Brazilian ones. They also watch documentary movies *Brazil revealed* and *Russia revealed*. In the process of watching, the teacher asks the applicants to comment upon Brazilian ethnic and cultural realities and promotes their comparative analysis with the Russian ones.

The ethnic and cultural aspect is also used in the process of studying the topic 'Healthy food': the applicants are given the task to write the recipes of Brazilian national cuisine in English. It is followed by the discussion if these dishes are useful for health in the nutritionists' opinion.

In the process of learning English, the applicants become acquainted not only with cultural information of a general nature (geography, history and culture of Russia), but also with the information associated with the specifics of the city of Kursk and Kursk region. It is important because Brazilian applicants get to know the culture of Russia by means of the culture of the region in which they get higher education. They read and translate the texts about the history of the Kursk and its landmarks. Then the applicants see the landmarks of Kursk during the excursions organized by the teacher. There usually have guided tours to the museum of history of KSMU, the museum of local history, the museum of archaeology, the ecology museum, A.A. Deineka art gallery and the Roman Catholic Church of the Assumption of the Blessed Virgin Mary. In modern Russian pedagogy, a museum is viewed as a social institution, which is a model of perception of classical heritage and modern culture and focused on the development of a personality's values (Troyanskaya, S.L., 2007: 11).

In our opinion, the use of innovative technologies of museum pedagogy is an effective tool of forming country study competence as the component of communicative competence.

After the excursions, the applicants are asked to write the essays with their impressions of their visits. Here are the fragments from their essays:

‘The ecology museum is really interesting. The designer’s work is great. It is innovative and makes people think about recycling and helping Earth. I liked the visit there a lot and I hope I go there more times to see the new works.’ Gabriela C.

‘Our group’s visit to the museum of local history was very interesting. Before visiting it, I did not know that Kursk is a very ancient city. I got many facts about Kursk and its history. The exhibition about the Soviet period is especially interesting’. Isabella M.

5. Discussion

We have worked out and introduced the approach of teaching English for the Brazilian applicants based on the comparison of English and Portuguese language systems and taking into account the linguistic interference of Portuguese. Imitation games designed and implemented in the process of teaching English are based on the interdisciplinary links with Biology and Chemistry that promotes formation of analytic and critical thinking.

The formation of linguistic and communicative competences is aimed at successful adaptation of the future students in the new sociocultural environment and upbringing of the individuals capable to tolerant perception of Russian culture.

For the better results of teaching Brazilian applicants it is necessary for the teachers to know Brazil’s national educational traditions, to be flexible in choosing and repositioning the teaching methods and to have ethnopsychological competence.

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CORE AND NON-CORE DISCIPLINES IN RUSSIAN HIGHER EDUCATION

Ivan S. Samokhin, Marina G. Sergeeva

Department of Theory and Practice of Foreign Languages

Institute of Foreign Languages

Peoples' Friendship University of Russia, Moscow, Russia

alcrips85@mail.ru, sergeeva198262@mail.ru

Abstract: For any speciality, the equality of sciences is impossible, and therefore the taught disciplines are not equal. In the most general form, this can

be formulated as follows: core subjects are more important than non-core ones. Practically everything should depend on the position taken by the discipline in this simple hierarchy, including the main form of organization of the educational process.

Keywords: core disciplines, non-core disciplines, lectures, seminars, exams

1. Introduction

First of all, it should be understood whether it is possible to build a hierarchy of main sciences – not by their age and complexity, as in Auguste Comte’s works (Imyanitov, N.S., 2003: 3), but by their importance. Of course, in different historical periods and in different countries, sciences differ in speed of development, social response, number of researchers, applied aspects, impact on other spheres, and so on. However, it is hardly reasonable to say that some sciences are more significant than other ones in a wide, universal sense.

Now let’s think whether it is possible to divide all sciences into “lower”, “average” and “higher” within general education. It is impossible as well, since at school they are presented at a basic level: not as specialized areas, but as different sides of a single whole – human culture. For this reason, an interdisciplinary (integrative) approach to education is becoming increasingly popular (Dzyatkovskaya, E.N., 2014; Ignatov, S.B. & V.A., Ignatova, 2013). Not forgetting to emphasize the specifics of his/her discipline, a skilled teacher also demonstrates its connection with other areas... Of course, in schools with a special bias (humanitarian, natural-scientific or mathematical) there is a slightly different situation. These institutions focus on a particular discipline or complex of disciplines. At the same time, other subjects are studied within a general curriculum, not a facilitated one, which seems quite logical. Primary and secondary schools are not obliged to make every person “fully gifted”, but must provide him/her with the minimum set of skills and abilities necessary for survival in the modern world.

Higher education faces other tasks. It is designed to give specific knowledge that is associated with a particular area chosen not by someone, but by the person himself or herself. For any speciality, the equality of sciences is absolutely impossible, so the taught disciplines are not equal. In the most general form, this can be formulated as follows: core subjects are more important than non-core ones. Practically everything should depend on the position taken by the discipline in this simple hierarchy, including the main form of organization of the educational process. For teaching the theory, these forms are the following: a lecture, a seminar (a workshop) and extracurricular (independent) work of students.

2. Research Methods

We offer a hierarchy of training courses for full-time students who are educated in the field of Linguistics (speciality – “Translation and Translation Studies”). Linguistic disciplines are considered the core ones, and other disciplines – non-core ones, since they are not directly connected with the speciality being received. A research basis is the curriculum developed by methodologists of the Moscow Institute of Linguistics (MIL) according to the 2014 Educational Standard (Curriculum for bachelors training, 2015). In accordance with this curriculum, future linguists should master more than ten theoretical non-core disciplines. It should also be noted that three disciplines (“Mathematics and Computer Science”, “Life Safety” and “History”) essentially repeat the secondary school programme, so it may seem that the state does not trust its general educational institutions. Especially strange is the situation with Mathematics: after all, today’s students not only studied it for eleven years, but also demonstrated their knowledge at the Unified State Exam. It seems that the Ministry is sure neither of the quality of general education nor of the way it is assessed... From our point of view, linguists and translators do not need these disciplines. The exception, in our opinion, can be made only for students who received a school-leaving certificate in another country: it is unlikely that they had History of

Russia in their curriculum, and they probably studied Mathematics and Life Safety in less detail.

At the institute, where one of our authors used to work, a kind of compromise was proposed: to *de facto* replace Mathematics with History of Mathematics or Computational Linguistics. This proposal was discussed at the staff meeting, but both options were rejected. In the first case the main sceptic was a PhD in Mathematics (the teacher of this subject), and in the second case it was a Doctor of philological sciences, a Deputy Vice-Chancellor, who voiced a completely reasonable and quite obvious argument: one cannot master Computational Linguistics without passing an examination in the core disciplines, including the “Fundamentals of Linguistics”.

3. Result/Findings

Higher education courses that are not included in the programme of Russian secondary education (Psychology, Cultural Studies, Fundamentals of Economics, and so on) deserve closer attention. Without them, higher education will be reduced to the dissemination of highly specialized data, to the formation and development of strictly specific skills. Perhaps this kind of education will remain professional, but it will not be *a higher one* in some special, additional sense. Therefore, a specialist with his/her “one-sided completeness” will become “similar to a flux” (as Russian fictional author Kozma Prutkov once put it). Of course, this approach also has its strengths, as demonstrated by the US experience. An American scientist may not understand his/her science on the whole, being a true expert in one of its subsections (Grayson, J. & C., Dell, 1988). However, this contradicts our educational tradition... Nevertheless, these subjects are among the non-core ones – so, in our opinion, it is better to master them independently. The university can place short textbooks on its website, and at the end of the term students’ knowledge may be checked through not very difficult tests (on key names, facts, def-

initions, interpretations). The most suitable assessment form is a test without a mark.

As a rule, secondary subjects are submitted in a lecture format, take place every week and presuppose a test with a mark or an exam. This disorients students, since the basic disciplines are presented in the same way. Moreover, non-core theory prevails over the core one within the first and second years of study (Curriculum for bachelors training, 2015). As a result, most linguistic students do not feel the fundamental difference between “Political Science” and “Fundamentals of Linguistics”, “Cultural Studies” and “Ancient Languages”, “Sociology” and “Translation Theory”. Understand, but do not feel. The essence of the profession misses their souls.

Moreover, the power of a theory teacher over students is still very significant. There are certain positive changes, but this process is very slow – so the real power of such teacher is still close to dictatorial. As a rule, he/she can be arrogant and incompetent without having a single word of criticism from his superiors. Sometimes a non-core teacher is more demanding than several core ones, but any complaints, even collective, often lead to nothing. The administration tends to see the cause of such appeals in students’ tricks or laziness ... Seized with an educational fervor or a desire to assert themselves, these lecturers do not realize that all they do is harm. Their students not only experience negative emotions, but sometimes do not have time to prepare for core disciplines.

Working at another university, one of the article’s authors familiarized himself with the pedagogical methods of a former school teacher, a PhD in Geography. She forced linguistic students to learn textbook sections by heart, work with outline maps, memorize the names of hamlets and villages and even write essays. After some communication with this person, the author concluded that she was driven not by a thirst for self-affirmation, but by labour enthusiasm and love for students. However, considering their complaints and future profession, this love was not

needed (to put it mildly). Another non-state educational institution has a too demanding teacher of Economics. Three years ago he gave unsatisfactory marks to fifteen future translators and interpreters, which was almost the entire “stream” (groups of students of one year). Among them was a very capable and hard-working girl who had received a medal from the Union of Non-State Higher Education Institutions of Moscow and the Moscow Region for her linguistic project. It is possible that these students’ answers at the Economics exam really left much to be desired, but the teacher still had to consider their speciality... Distance learning of non-core subjects would allow higher education to avoid such excesses and save everybody’s time.

We believe that there is only one non-core course which should not be given distantly and monitored through simple tests – Philosophy. In higher education institutions this discipline is not only a separate science, but also a source of special worldview that is fundamentally different from the proper scientific one. In our opinion, Philosophy should be taught throughout the entire period of study. The recommended teaching load is one lecture and one seminar lesson per semester. At each lesson, the teacher should propose philosophical topics that might be interesting to thinking boys and girls. The next topic should be chosen together with the students at the end of the seminar. We suppose that the attendance of these classes should be free, with no intermediate and even final certification (examinations or tests). Such measures will certainly reduce attendance, but the teacher will see only those people who really want to deal with some eternal questions. After all, the importance of Philosophy for all students causes great doubts, especially in modern Russia. Given the formalization of professional duties that occurs in many areas, the love of wisdom can hinder one’s career. However, a wide scope is not a hindering factor – therefore, general information about the key philosophers will be useful for all students. However, Philosophy classes are not the best for such data. Universal thinkers, like Aristotle and Hegel, should be examined in the manual

on Cultural Studies, Niccolò Machiavelli and Thomas Hobbes – in the manual on Sociology or Political Science; David Yume and Sigmund Freud – in the manual on Psychology.

Now let us turn to the core subjects, the special importance of which is dictated by the “field” and “speciality” of training. The MIL curriculum includes 15 such disciplines: “Russian Language and Speech Culture”, “Fundamentals of Linguistics”, “Theory of Translation”, “Stylistics and Pragmatics” and so on (Curriculum for bachelors training, 2015). From our point of view, the first of the mentioned disciplines is so important that it should be considered as a core one for any speciality. This is due to the significance of the Russian language for the citizens of our country and the difficult situation in which it was at the turn of the century... Studying any core subject, students should interact with a person who is a certified specialist in this field (it is even better if he/she is also a professional teacher). The lecture does not imply such contact – therefore, the main form of the educational process should be a seminar. The first author of the article, I. S. Samokhin, believes that at the beginning of a lesson, before reports and discussion, it is reasonable to conduct a little testing on the studied topic. In such a way it is possible both to test knowledge and to reduce the number of students’ late arrivals. To prepare for the testing, the group should use the textbook sent to the mail or posted in the university’s electronic library. The seminar will require using additional literature, which the teacher may recommend at the end of the lesson.

4. Discussion

In our opinion, each discipline needs only two lectures. At the introductory (opening) lecture, the teacher should make the students interested in his/her science: tell them in a talented way about its history, subject, tasks, opportunities and connection with other areas of our life. The second, special lecture can be devoted to the teacher’s favourite topic. It is advisable to conduct this lesson at the end of the semester to inspire students before the exam.

This approach agrees with the views of the nineteenth-century German philosopher Friedrich Paulsen. The thinker believed that any lecture has three tasks: to “humanize” a particular science, show its practical significance, and arouse interest in the relevant field of human culture (Sviridenko, Yu.F. & V.P., Kuntsov, 2010). From the point of view of the XX century authors, lectures can be useful only as a supplementary means, which is reflected in the Bologna system. A study conducted in 2014 showed that students who are taught only through lectures, fail at the exam much more often than those who attend only seminars (Freeman, S. et al., 2014). It should be emphasized that in this respect Russian higher education is following a progressive path. Due to the new educational standards, lectures prevail over seminars much less than in the curricula developed ten or even five years ago. Unfortunately, positive changes occur more slowly in practice.

It seems to us that teaching load for core disciplines should be reduced by half. Then it will be 18 academic hours for most subjects. Taking into account our recommendations given in the previous paragraph, universities will have four hours of lectures and fourteen hours of seminars. We believe that it is enough. With correct pedagogical methods, such teaching load will bring good results and no tiredness.

As for exams, we endorse the traditional approach: taking a card with questions, preparing, answering the questions (and maybe having some additional communication with the teacher). We consider this process very useful: true-to-life and romantic. Its “true-to-lifeness” follows from the fact that the outcome depends not only on diligence, but also on luck, while its romantic value consists in intense emotions (both pleasant and unpleasant) and spiritual unity of students ... In our opinion, consulting lessons should take place about two weeks – not two or three days – before the exam (for example, at the last lesson). After all, some students may have questions not on the organization of the upcoming test, but on the content of the discipline. In this case, the consulting lesson can be transformed into a small clarifying lec-

ture. If there are a lot of additions and explanations, the educational material will increase and students will need more time to prepare.

5. Conclusion

In this article we proposed certain steps, which can improve the efficiency of Russian higher education. We believe that this indicator includes two main criteria: the effectiveness of training (determined by graduates' professional level) and the comfort of the educational environment (determined by intensity and ratio of positive and negative emotions). In higher education, unlike secondary and especially primary one, the second criterion is not morally imperative. However, it retains its functional significance: as a rule, the pleasure gained from a particular activity increases its effectiveness.

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MULTIMEDIA TECHNOLOGIES AT THE FOREIGN LANGUAGE LESSONS IN NON-LINGUISTIC UNIVERSITIES

Landysh V. Akhmetshina

*Volga region state academy of physical culture, sport and tourism,
Kazan, Russia
Fazan_nlv@mail.ru*

Abstract: This article deals with the organization of students' independent work, taking into account the original part in the field of being a foreign languages tutor at the university. The paper analyzes the experience of French teachers, identifies positive and negative factors of this activity. The study establishes that for more than a decade the Language Resource Centers have been successfully operating in France, in which teachers do not conduct traditional classes, but act as advisers, while students choose from the offered information the material necessary for them to study and independently organize their studies process. The article analyzes the role of multimedia educational technologies in the modern educational process, and their influence on the quality of education, its effectiveness. Multimedia tools have enormous learning opportunities in the process of learning English. Multimedia programs can significantly enrich the knowledge and expand the learning environment. In this paper, the authors consider how such programs help to create an environment similar to the environment of natural communication, which is especially important for independent work. Multimedia allows you to learn a significant amount of educational material at less time. The process of managing and providing modern education is increasingly implemented on the basis of information and telecommunication technologies, since they provide an opportunity to improve the efficiency and quality of the educational process in its most numerous aspects. In conclusion, it is indicated that multimedia technologies stimulate students to work in an individual rhythm, increase interest and

motivation to learn at the expense of interactivity, inexhaustible resources, the possibility of instant automatic testing of work online.

Keywords: teaching of foreign languages, studying, higher education, individual work, multimedia technologies, interactive forms

1. Introduction

Nowadays multimedia technologies allow us to estimate the performed work of pupils at online and it is applied very actively. One of the most important features of these technologies is their inexhaustible opportunities because teachers have a wide choice of exercises from Internet resources. Student teaching with multimedia educational technologies include authentic videos and audio material and interactive resources. Mobile applications and the websites with new vocabulary gain more and more popularity.

The usage of multimedia tools contributes to the assimilation of new material due to the colorful design of sites containing lexical exercises. There is a change of pictures, which allows keeping the attention of students longer. Educational video materials that carry both sound and visual information provide quick memorization of new material. Multimedia allows you to make game exercises more vivid and interesting. During independent work with multimedia systems, the feed rate of each new piece of information is regulated by the student at his own pace. In addition, the user is usually assigned an active role that provides the best result of work (Andresen, Bent B. 2013: 45).

From the point of view of F.O. Kasparinsky, the use of audiovisual materials in the field of education «will help increase the effectiveness and attractiveness of education. However, the initial euphoria from the very fact of using dynamic graphics and sound soon gave way to exactingness with respect to the quality of the content, ease of service, and universal compatibility with software and hardware playback. As it turned out, it is these three characteristics that determine the suitability of audiovisual materials for transformation into an educational or entertainment resource, as well as the period of their effective use» (Andresen,

Bent B., 2013: 23). It's necessary to consider a set of factors: the statement of the computer program, the user-friendliest, etc. (Andresen, Bent B., 2013: 56).

University teachers are currently focused on creating educational content on the websites of educational institutions (). In the open access are placed training programs for the formation of the necessary competencies among students, as well as tasks, a mandatory requirement for the implementation of which is the use of multimedia tools. In the process of teaching of a foreign language, it is necessary to take into account the experience of not only domestic, but also foreign colleagues, which allows you to avoid many mistakes, as well as expands the possibilities for more effective and interesting activities. During the study, we studied the recommendations of a foreign language teacher at the University of Strasbourg, which has twenty years of experience. Nicole Poto analyzes the successes and failures of his work with students who study in non-linguistic universities. It should be noted that the activities of teachers in France are based on personal, problem and practice-oriented approaches, which allow them to form a professional-competent person who meets modern requirements and educational needs of society. According to the statement of the European Commission for the assessment of language competences, the French do not have a high knowledge of foreign languages, which is confirmed not only in secondary schools, but also in higher educational institutions. In France, the most popular to study are European languages such as English, German, Spanish. As for the Russian language, it has retained its status of «aristocratic» language and is taught only in the most prestigious educational institutions.

2. Objectives/Purpose of the study

The aim of the work is to analyze all aspects of the pedagogical «triangle», namely, foreign languages, as a tool for acquiring knowledge, students, as the main participants in education, teachers, as the main organizers and tutors of the process. To

obtain an effective result, it is important to observe the equality of all sides of this triangle, i.e. successful mastering of foreign languages can only ensure equal interaction of all participants in the process. The relevance of this study does not cause any doubts, because there is a constant development of information technologies, as well as the wide distribution of multimedia materials, the use of which allows improving the quality of education. In this connection, it is interesting to study the experience of European colleagues working in this field, applying new technologies in the organization of the educational process.

3. Methodology and sub headings

In 2012, in France, the Committee on Languages addressed the Ministry of Education with a report entitled «Learning Languages - Explore the World». The main idea of the document is that knowledge of a foreign language is a requirement of a successful modern society. The creation of a common European university community functioning within the framework of the Bologna process is a motivating factor for students and teachers to master foreign languages and study the culture and mentality of other nations. The Council of Europe opposes language policy, where English is the dominant language in the world. The Council encourages students to learn various foreign languages, given the subsequent opportunities for training, internships, and work in other countries.

In France, the leadership of each institution of higher education itself choose the form of teaching foreign languages, it depends whether language learning is mandatory or optional, whether it is professionally oriented or its goal is to increase the student's overall culture, how many hours to devote to independent work or to seminars, classes, whether to link the study of language with other disciplines in the specialty or to organize the educational process as a continuation of the secondary education. Since each university has an individual language «policy», this sometimes causes problems for students who are moving from

one university to another. Opinions on the above issues are divided, and in some cases are opposed. Thus, some university leaders believe that the study of foreign languages should be carried out at school, that this is not the responsibility of higher education institutions, with the exception of the specialty discipline. Others are convinced that the development of students' language competence is an integral part of the training of graduates. It should be noted that in France the geographical location of the university can influence its language «policy», that is, if the university is located close to the borders with neighboring states, then the study of the language of the neighboring country is a priority because it provides international student exchanges. Despite the fact that English is the main language in academic exchanges, the study of the language and culture of a state located nearby becomes more effective due to motivating factors.

Considering the prevailing place of English in scientific colloquiums and in publications, you really ask yourself if there is a need to offer students to study other foreign languages. On the other hand, various European authorities are talking about the need to study the language and culture of countries that are part of the European Union. The Council of Europe supports the idea of providing the opportunity for learning several languages and intercultural competence. In addition, the creation of a common European university union in connection with the Bologna process is also a motivating factor for facilitating international exchanges. At the University of Strasbourg, the innovation component was a search for a system that differs from the usual work of a teacher, who conducts one lesson a week with a group of unmotivated students who are forced to learn a foreign language as part of the curriculum, while this discipline is not a core subject. The idea was to prepare all the necessary human and material resources for learning a foreign language. Multimedia materials are an integral part of the modern approach to the teaching of many disciplines, including foreign languages. Numerous information resources were offered to students who could seek help or advice

from a teacher. Teaching foreign languages was carried out in the form of independent work of students under the supervision of a teacher. Methodological principles were based on a constructive theory of learning, during which each student had to work individually, with personal interests and motivation. This made it possible to take into account the individual characteristics of students in order to interest everyone. Such a pedagogical approach aims bring a greater number of students to a successful outcome, developing their skills of independent work. A new model of Language Resource Centers has appeared, i.e. a system with certain flexibility for organizing work with a large number of students, which implies the presence of several teachers at the same time in one center, a system that can be used in teaching various foreign languages. If the first center in Strasbourg allowed to accept twenty students, now, after ten years of successful work, the number of centers has reached seven, and the number of students studying is fourteen thousand (Hart, Roderick P. 2014: 59).

Currently, the Strasbourg Language Resource Center has a huge collection of learning resources, namely materials for learning the language for communication, resources related to a particular specialty, multimedia technologies, textbooks, dictionaries, journals, literature in a foreign language, including comics, radio and television shows, films, television series, as well as game materials (Hart, Roderick P. 2014: 69). The center offers materials for learning English, German, Spanish, and French as a foreign language. In the description of the Center's activities, it is mentioned that an extraordinary organization of work takes place in it, in which teachers do not conduct traditional classes, and the initiative is entirely in the hands of students whose task is to select the necessary teaching material and organize their educational process. The main site containing educational materials is divided into headings (Grammar / Vocabulary, Listening, Pronunciation / Spelling, Writing, Certification, Specialty, Culture, Useful Information), which facilitates the selection of tasks. The «Certification» heading provides information on DELF, DALF,

TCF, TEF, DFP diplomas, as well as examinations that must be passed in order to receive these diplomas confirming the level of knowledge of French. In addition, the same heading contains materials for the automatic control of their knowledge through various sites. The «Specialty» heading introduces the information required for work in the following areas: law, economics, management, political science, health care, science and technology, art, linguistics, humanities (Hart, Roderick P. 2014: 73).

4. Results / Funding

It should be noted that the introduction of the new system led to the abolition of foreign language classes in the traditional form, as well as to the abolition of the division of students into groups according to their level of knowledge. This system provided maximum freedom for students and, at the same time, fostered in them a sense of responsibility and independence. To obtain the result, it was necessary not only to develop information resources that give students new knowledge or aimed at their mastering, but also to prepare assignments for the purpose of monitoring work efficiency. The experimental period of the project did not cause any problems, since its participants were volunteers. After the successful result of the experiment, it was decided to transfer a larger number of students to the new system. The French Ministry of Education has allocated funds for the purchase of pedagogical materials, computers, and for teaching tutors the basics of the new system.

When introducing a new language learning system in universities of France, there were people who were critical of it, because they thought it was impossible or ineffective teaching without teaching. In their opinion, the independent work of students is the disregard of them. However, it is necessary to clarify that the role of the teacher is to accompany the process of mastering the material, as well as to perform the functions of an adviser.

The concept of this pedagogical project is to stimulate the development of responsibly to the learning process, to get in-

volved in the material being studied, to overcome obstacles, to make decisions independently. The process of independent work of students includes study of the material, its analysis, answers to questions, the implementation of various exercises, creative writing and oral tasks. In 2012, the association's Colloquium, the State Association of Higher Education Language Centers, was organized in Reims (France), the purpose of which was to summarize the work of the language centers on a new project for twenty years. At the meeting, a special place was given to the need to distinguish between two concepts of «autonomy» (freedom, independence of students) and «self-education» in order to avoid misunderstandings on the part of financial bodies that may mistakenly assume the absence of a teacher, i.e. no need to pay salary.

5. Conclusion

Multimedia technologies have enormous advantages, such as students' individual work, increasing interest and motivation to learn through interactivity, inexhaustible resources, the ability to instantly automatically check work online, work with authentic materials, communicate with native speakers. However, the constant progress of innovative technologies leads to the development of other areas of science, and also requires a permanent improvement of the student learning process. The issue of organizing the educational process in the development of a foreign language and culture in non-linguistic universities remains to this day. Only through research in this area will we be able to gain some experience aimed at an effective result. Innovative projects, such as Strasbourg University Language Centers, are examples of successful work on organizing students' independent work in non-linguistic universities.

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SOCIOLINGUISTIC ASPECTS OF PROFESSIONAL COMMUNICATION

Evgeniya V. Aleshinskaya

*Department of Foreign Languages
National Research Nuclear University, Moscow, Russia
EVAleshinskaya@mephi.ru*

Abstract: Drawing evidence from a number of musical contexts and quasi-ethnographic interviews with professional musicians, the study explores the nature of language contact and the role of the English language at different levels of professional communication in contemporary Russia.

Keywords: intercultural communication; professional communication; sociolinguistics; globalization; localization; musical discourse

1. Introduction

Professional discourse has been influenced by a series of changes that have taken place in recent decades (Gunnarsson, B.-L., 2014). Today in the era of globalization and technological development we are witnessing new trends in professional discourse, including an increasing need to renegotiate identities and balance local and global concerns (Gunnarson, B.-L., 2009: 251-252) caused by construction of a hybrid multicultural society and creation of multicultural identities (Baraldi, C., 2006). Popular music serves an outstanding example of these changes taking place in professional communication, bringing to the forefront the notions of “hybridity, fluidity and diversity” (Canagarajah, S., 2013: 33). Recent studies describe popular music as “an important arena for the public display of bilingual and multilingual practices” (Androutsopoulos, J., 2010: 40), and popular culture is said to “breed a creative form of hybridization that works toward sustaining local identities in the global context” (Shim, D., 2006: 39). Hybrid forms generally include code switching and code mixing (Alim, H.S., Ibrahim, A., Pennycook, A., 2009; Terkourafi, M., 2010) and writing original

compositions in the English language (Mattar, Y., 2009; Chik, A., 2010).

English has become an indispensable element of contemporary professional musical discourse: its actual manifestations and the scope of use may vary considerably in different settings. The role of English in shaping the local varieties of global musical genres – especially hip-hop and rap – has attracted attention of scholars from different countries (Alim, H.S., Ibrahim, A., Pennycook, A., 2009; Terkourafi, M., 2010). Far less attention has been given to the role of English in professional communication relating to different discursive genres. This paper examines the use of the English language in its semantic and semiotic functions at different levels of professional communication in a number of professional settings – song lyrics, interviews and reviews in musical journals, and professional Internet forums.

2. Objectives/Purpose of the study

The aim of this study is to distinguish peculiarities of language contact at different language levels and describe the role of the English language in contemporary professional discourse in globalized Russia. This article therefore attempts to address the area that has not been investigated in the previous linguistic studies, and aims at shedding light on the specific linguistic features of professional musical discourse in Russia from the point of view of the social context, and the reasons for switching to and borrowing from English in different discursive genres representing different levels of professional communication. A special focus is on how by means of language contact professional discourse creates possibilities of constructing ‘glocal’ professional identities; how social agents use language in professional contexts to index rock/heavy metal/hip hop affiliation; and how language choice is dependent on the discursive genres at different levels of communication, as well as the conceptual foundations of musical genres.

3. Methodology

3.1. Theoretical framework

The study is based on several theoretical constructs. The theory of global discourses, genres and styles (Fairclough, N., 2006) and the sociolinguistics of globalization (Blommaert, J., 2003; Blommaert, J., 2010) provide an overarching theoretical framework for this study. Of particular significance for this study are Blommaert's concepts of language as a mobile resource and 'truncated' multilingualism (Blommaert, J., 2010). It is essential that in an age of globalization repertoires are "composed of specialized but partially and unevenly developed resources", for "we never know 'all' of a language, we always know specific bits and pieces of it" (Blommaert, J., 2010: 23). Thus, 'bits and pieces' of Global English enter the repertoires of local communities as a meaning-making resource and a means of constructing glocal identities.

Another important term that needs clarification is 'professional' in relation to discourse or communication. 'Professional' quite often refers to an individual who has undergone some specialist training or education before he/she is eligible to become a member of a certain profession (Kong K., 2014: 2). The problem with the musical sphere is that in popular music, individuals rarely undergo specialist training, but they become professionals due to their practical experience. In this study, the term 'professional' is understood in a wide sense, covering both skilled and unskilled paid jobs in the music industry (Gunnarsson, B.-L., 2009: 5).

In order to provide a broad picture of language contacts typical of the musical sphere in today's Russia, professional musical discourse is shown as interrelation of four discursive genres: song lyrics, musical interviews, musical reviews, and professional Internet forums (for a more detailed description of genres in musical discourse, see Aleshinskaya, E., 2013). These genres are associated with different types of social agents (or communicants) in dependence on their levels of expertise:

professionals, semi-professionals, and non-professionals. Because social agents have different levels of expertise, there are also different levels of communication within professional discourse (Bowker, L., Pearson, J., 2002: 27-28): professional – professional, professional – semi-professional, and professional – non-professional. In the sphere of contemporary music, professional Internet forums represent the ‘professional – professional’ type of communication, where experts share a common background, special knowledge and specialized language, i.e. terminology and professional jargon. Interviews and reviews in musical journals belong to the ‘professional – semi-professional’ type, where semi-experts (e.g., readers of a musical journal) may be familiar with some of the terms and concepts in question. The ‘professional – non-professional’ type of communication is represented by song lyrics, which are addressed to a wide audience with a low level of expertise.

3.2. Data and method

The research approach adopted to this study was predominantly qualitative and interpretative and consisted of two stages. At the first stage, it comprised the textual analysis of interviews and reviews from the local popular music journals “Rolling Stone” (issues 82–84), “Dark City” (issues 61–68), “In Rock” (issues 52–56), and “Hip Hop Info” (issues 4–7) for 2011–2012; the contents of 4 professional Internet forums <http://www.musicforums.ru/>, <http://www.forum.guitarplayer.ru>, <http://www.tubetone.ru/forum/>, and <http://forum.reborn.ru/>; and lyrics of 93 songs by 8 bands from three largest cities in Russia (Moscow, St. Petersburg, and Nizhny Novgorod) performing in various musical genres: “Thanfall” (death metal), “Once” (romantic melodic metal), “Arcane Grail” (symphonic black metal), “The Last of Us” (post-hardcore), “SADme” (indie-rock), “Everything Is Made in China (EIMIC)” (post-rock), “Konstanta” (hip hop), “Quasary” (hip hop). The lyrics were collected, using such search engines as www.lyricsmania.com, www.sentido.ru,

www.joov.net, www.gl5.ru. Some lyrics were kindly provided by the members of Nizhny Novgorod based bands “Thanfall”, “Once”, “The Last of Us”, and “Quasary”. The textual analysis helped outline the main features of Russian-English bilingualism used at different levels of professional communication.

The next stage consisted in applying a critical perspective to the production of texts in order to find an answer to the question, “Why and how do Russian musicians employ different languages in professional communications?” At this stage, it was important to obtain rich ethnographic data containing musicians’ own interpretations, to more fully understand the role and function of languages, especially the English language, in Russian professional musical settings. Among ten representatives of the music industry in Moscow, St. Petersburg, and Nizhny Novgorod, who willingly took part in ethnographic interviews were:

- 1) Alexei (drummer in a post-rock band, 32 years old, Nizhny Novgorod);
- 2) Leha Plus (rapper, 25 years old, Nizhny Novgorod)
- 3) Mikhail (lead-guitarist in a death metal band, 22 years old, Nizhny Novgorod);
- 4) Alexander (session musician, 32 years old, Nizhny Novgorod);
- 5) Ivan (rock guitar player, 22 years old, St. Petersburg);
- 6) Vasiliy (sound producer, 29 years old, St. Petersburg);
- 7) Alexander (rapper, 26 years old, Moscow);
- 8) Mikhail (rapper, 24 years old, Moscow);
- 9) Maria (guitarist and vocalist in an indie-rock band, Moscow);
- 10) Alexander (guitarist in a heavy metal band, 24 years old, Moscow).

In their personal interviews, the social agents, who perform various functions in the local music industry, shared their views on the use of English in professional communication and the role of language in identity making. The interviews were conducted

and transcribed in Russian, and relevant fragments of the interviews were afterwards translated into English.

4. Results and discussion

Research findings suggest that in the Russian professional communicative space, the interaction of the Russian and English languages (Russian-English bilingualism) manifests itself in two main forms: the Anglicization of the Russian language and the Russification of the English language. The specific features of these two forms of language contact largely depend on and are determined by the level of professional communication. Let us consider all the three levels in detail.

4.1. ‘Professional – non-professional’ level

At the ‘professional – non-professional’ level of utmost interest in terms of language choice are song lyrics. In the context of commercialized popular culture, the use of English in song lyrics is one of the ingredients for success in the international arena. According to the Eurovision Song Contest website (www.eurovision.tv), the overwhelming majority of titles for the last decades were in English: if in 1982 only three titles were in English, then in 2011 only three were in languages other than English. Moreover, almost all Eurovision winners sang in English. Not to mention that the whole international careers of “ABBA”, “Ace of Base” and “Roxette” from Sweden, “A-Ha” from Norway, “Aqua” from Denmark, Bjork from Iceland, “Modern Talking”, Sandra and “The Scorpions” from Germany were/are in English. This is true for some Russian artists like Timati, who was first among Russian rappers to release an English-language album in 2012. His most successful track called “Welcome to Saint-Tropez” was among top 5 on main European charts for more than 20 weeks and became gold and platinum in Switzerland, Germany, and France. Such pop acts as Dima Bilan and t.A.T.u. also gained considerable success outside Russia with several hits in English.

Global English enters song lyrics in two major ways: Russian musicians/songwriters either insert English words or phrases into their Russian texts (Anglicization) or create original texts in the English language which reflect their Russian mentality (Russification).

4.1.1. Anglicization: expressing ‘glocal’ identities

Numerous studies of language contacts in musical discourse focus on song lyrics and the use of code-switching as a means of constructing social meanings (Alim, H.S., Ibrahim, A., Pennycook, A., 2009; Terkourafi, M., 2010). The most recent studies of song lyrics have been on language hybridization and the functions of English in Russian popular music (Aleshinskaya, E., Gritsenko, E., 2017; Aleshinskaya, E., 2016a; Aleshinskaya, E., 2016b). These works demonstrate that in a multilingual performance inserting fragments in different languages can serve as a way to gain attention, reinforce the expressive potential of the song and create additional aesthetic meanings. This study will demonstrate that in different musical genres (hip hop, rock and metal) languages are combined differently and perform different functions.

Local hip hop is a particular “linguistic and cultural-stylistic blend” (Blommaert, J., 2003: 610) – a means of stressing conscious affiliation with global hip-hop culture and an expression of “local authenticity” (Cutler C., 2010: 249). Hybrid ‘glocal’ identities in Russian hip hop are often created by code-switching and code-mixing, i.e. using English and Russian in one utterance:

- “*Kak byt’ s toboy, it’s my life*” (Konstanta, “S ney”) (“How to be with you, it’s my life”);

- “*Zhena sverkayet kak Diamond District*” (Konstanta, “Vinovat”) (“Wife is shining like Diamond District”).

The Russian language is used in hip hop lyrics as it is understood by the local audience, and understanding is of vital

importance for this genre. The main message of hip hop is the protest against the reality rappers are living in: *“Rap is the world of text, the cornerstone of rap – its message, meaning, rhyme”* (Leha Plus, rapper, personal interview). It makes Russian the ‘core’ language of local hip hop, and insufficient English language fluency poses a serious challenge for local rappers who have international aspirations: *“To do this we never had a sufficient level of proficiency in English. To rap in English, and not to fall in the estimation of the public, is simply unreal”* (Leha Plus, rapper, personal interview). If in heavy metal and rock, music allows to use ‘simplified’/‘russified’ English, then in order to rap in English, one should be a native speaker.

Predictably, Russian rappers insert many English words and phrases in their texts: *“sometimes in a certain context it is cool to insert something English!”* (Leha Plus, rapper, personal interview). These insertions index prestige, solidarity and affiliation with global hip hop culture. A vivid example is the refrain of “Diss Moscow” by a Nizhny Novgorod based hip hop band “Quasary”:

When I say hip yo you say hop. Горький, nigga. Горький, nigga.

When I say hip yo you say hop. Москва, offside.

When I say hip yo you say hop. Как твои дела? Hey, what’s up?

The refrain is mostly in English with the exception of one phrase (*Как твои дела?* ‘Kak tvoi dela?’), and the names of two Russian cities: the Russian capital *Москва* (Moskva) ‘Moscow’, and *Nizhny Novgorod*, which is referred to as *Горький* (Gor’ky) ‘Gorky’ (the official name of the city from 1932 to 1990). English words *nigga* and *offside* indicate local attitudes towards the two cities: a provincial band stresses local affiliation by expressing loyalty to their native town and dislike, disrespect to the capital. At the same time, the members of the band imitate African American English in *nigga*, *yo* and *hop*, and reiterate the Russian phrase in English *“What’s up?”*. These and other

elements of Global English in the speech repertoires of local musicians index their commitment to the values of Global Hip Hop Nation (Alim H.S., Ibrahim A., Pennycook A., 2009). Switching from Russian to English reflects the interplay of global and local meanings: it positions Russian musicians as cosmopolitan and at the same time expresses their local “authenticity” (Terkourafi, M., 2010).

4.1.2. Russification: transcending national borders

Six of the eight local bands studied in this paper (“Thanfall”, “Arcane Grail”, “Once”, “The Last of Us”, “EIMIC” and “SADme”) write and sing their songs in English. Interestingly, they all represent rock and metal. When asked why they prefer English for their song lyrics, musicians stressed its global status and prestige: *“Nobody in Europe needs Russian. And we want to move to an international level. We plan to tour in Europe”* (Mikhail, guitarist, personal interview); *“The English language means fewer problems with distribution abroad. People find it easier to remember, besides there are no problems with encoding, and the Internet search is simpler”* (Alexei, drummer, personal interview).

Another reason why local musicians prefer singing and writing in English is musical characteristics of songs: *“Stylistics, i.e. music, the style of which emerged in English-language countries, is in harmony with English”* (Alexei, drummer, personal interview); *“Russian is badly pasted into the music I like”* (Maria, vocalist, personal interview). These and similar comments indicate that the specific rhythm of heavy-metal and rock makes Russian musicians choose one- and two-syllable English words over the longer Russian words. The comments seem to get in line with theorists’ reasoning. Thus, according to Robert Walser, in heavy metal “musical codes are the primary bearers of meaning”; song lyrics “help direct and inflect the interpretation of the meanings [...] suggested by the music” (Walser, R., 1993: 40).

English helps local musicians transcend national borders. However since their knowledge of English is insufficient, they are unable to write texts in English and have to translate into English the texts written in Russian. It leads to ‘russification’ of Global English, i.e. the transfer of grammatical, lexical, conceptual features of their native tongue to English. The fact that English is not their first language determines some specific features of the song lyrics by the local bands. First of all, their lyrics are rather simple in terms of stylistics and vocabulary. Besides there are some mistakes typical of English-as-a-foreign-language students in Russia: use of modal verbs (“*Nothing to stay that will can to tell*”, “*If you could to lose your mind*”); auxiliary verbs (“*I’m not agree with fucking speech about Revolution in the minds*”); adverbs (“*So gonna do this also quiet*”); articles (“*Nothing can be better than a good advice*”); word-by-word translation from Russian (“*All those things what in your hands*”, “*That every become forever blind*”, “*New deaths should to you explain That time to forget your name*”), etc. Despite these mistakes, some of which are deliberately made for the sake of the rhythm (acoustic-melodic factor), the English language, even in a russified form, in any way allows these bands to be part of the global musical culture and creates, as they believe, wider possibilities for them in future.

The frequency of these peculiarities allows identifying a variety of the English language, which is used in Russian song lyrics and which is presumably identical to the English language, generally acknowledged to be mass spread in Russia (Schennikova N.V., 2013). The study of such a variety of English presents some theoretical and methodological difficulty, as its official terminological status is still a subject of domestic debate. In fact, the attitude toward the Russian variety of the English language is mainly negative, as it is associated with “broken” and “bad” English. Moreover, in academic publications it appears under various names: “Russianized English” (Ustinova, I.P., 2005), “Russian idiom of English” (Schennikova, N.V., 2013) or

“Russian English” (Proshina, Z., 2010). The term “Russian English” seems appropriate in the study of song lyrics, being a local variant of Global English that alongside with other “World Englishes” serves as a means of constructing a wide spectrum of sociocultural meanings and glocal professional identities and involves transfer of Russian users’ native language patterns, mental imagery and culture (Proshina, Z.G., 2012).

4.2. ‘Professional – professional’ level

This level of professional communication is characterized by precision, and exactness is achieved by use of special vocabulary (special terminology and jargon), which suffice to denote all the subtleties musicians need to describe the music-making process. In various professional contexts, musicians do not search for words, they use musical terms naturally and automatically. The following subsections will demonstrate the specificity of Russian-English bilingualism

4.2.1. Anglicization: facilitating communication and marking prestige

The professional communication in Russia abounds in specialized terminology referring to nuances of music and music-making. They are represented by foreign words and borrowings. Borrowing musical terms is argued elsewhere to reflect the need to communicate topics that are unknown for those who are not members in the same professional group (Kowner R., Rosenhouse J., 2008: 13). Music professionals widely employ musical terms borrowed from English such as *soul, rock, rap, sample, riff, bridge, intro, outro, vocalese, growl, scream, beatbox*, etc.

Such a high proportion of loan words from English is primarily caused by the need to coin new terminology, for jazz, rock, heavy metal and hip hop are originally (Anglo-)American, and the Russian language lacks lexemes to denote corresponding concepts in professional musical discourse: *“Borrowed are, for*

example, names of instruments, notes, musical techniques. Why? Because there is no other way to explain what you want to say” (Vasiliy Mantrov, sound producer, personal interview); *“It is very easy to explain – there are no equivalents of these words in Russian”* (Ivan, guitarist, personal interview); *“I cannot even recall any Russian musical term. In fact, English terms characterize musical techniques more briefly and precisely. And for most of them it is simply impossible to find explanations in Russian”* (Alexei, drummer, personal interview). Thus, the local sound producer Vasiliy Mantrov describes his studio sessions by employing English-language terms referring to mixing and arranging musical pieces: *слэн* (slep) ‘slap’, *шейкер* (sheiker) ‘shaker’, *грув* (gruv) ‘groove’, *пэтерн* (petern) ‘pattern’, *сэмпл* (sempl) ‘sample’, *скрэтч* (skrech) ‘scratch’, *тэйк* (teik) ‘take’, *бэк* (beck) ‘back’, *пич шифтер* (pitch shifter) ‘pitch shifter’, *микс* (miks) ‘mix’, *мультитрэк* (mul’titrek) ‘multitrack’ and so forth.

Apart from facilitating communication, borrowed terms can perform a semiotic function. Borrowing words/phrases is considered prestigious, as it highlights the uniqueness and progress of local musical groups, in other words, indexes global affiliation: *“When you are talking about ‘overdrive’, you don’t have heart to say ‘peregruz’, you will say ‘overdrive’”* (Alexei, drummer, personal interview).

4.2.2. Russification: constructing professional identities

As a result of shared knowledge of musical details and informal character of communication, professional musicians employ a hybrid type of talk – professional jargon. In contrast to terminology, jargon is more emotional, associative, and subjective. Using professional jargon allows musicians (and other people working in the music industry) to feel included as part of the professional community, it generates a certain attitude towards occupation-specific objects (Malyuga, E.N., Orlova, S.N., 2018: 32). In other words, professional jargon implies being

a “full-fledged” rocker or metal/hip hop head, and learning the jargon means “taking on a new identity, making a new distinction between ‘insiders’ and ‘outsiders’” (Bayton, M., 1990: 211). Below are some examples of professional jargon from professional Internet forums: *фуллончик* (**fullonchik**) ‘Full-on’, *рэпчик/рэпак* (**repchik/repak**) ‘rap’, *саксуха* (**saksuha**) ‘saxophone’, *студийник* (**studiynik**) ‘studio album’, *сессиищик* (**sessionschik**) ‘session musician’, *откаверить* (**otkaverit**) ‘to make a cover version’, *свинговать* (**svingovat**) ‘to swing’, *джазить* (**djazit**) ‘to jazz’, *чекаться* (**chekatsya**) ‘to check sound’, *киксануть* (**kiksanut**) ‘to make a kick’, *прифанкованный* (**prifankovanniy**) ‘funky’, *олдскульный* (**oldskul’niy**) ‘old-school’, *труиный* (**trushniy**) ‘true’, *драйвовый* (**draivoviy**) ‘driving’ etc.

In professional musical jargon, the English and Russian languages are mixed: English is used as a lexifier language and Russian provides a phonological, morphological and syntactic foundation: *банда* (**banda**) ‘band’, *рокешник* (**rokeshnik**) ‘rock’, etc. English-language terminology is adapted to local contexts by retaining global features: preserving their English stem (although assimilated phonetically and graphically), borrowed terms acquire Russian word-building affixes and endings that add emotional expressiveness and familiarity.

For professional musicians, who participate in professional Internet forums, professional jargon is a natural way of expressing musical subtleties, for instance:

- (1) *Надо* *родец* *дабовый,*
Nado *rodes* **daboviy,**
Needed *Rhodes* **dubbed,**
‘You need a dub Rhodes,’
- с дельем* *и лид* *с нитчем на октаву*
s deleyem *i lid* *s pitchem na oktavu.*
with **delay** and **lead** with **pitch** in octave.
‘with delay and a lead with an octave pitch.’

Here the borrowed terms and hybrid jargonisms are used mostly automatically and habitually.

Professional jargon facilitates communication and serves as a marker of professional identity of Russian musicians. Interestingly, when asked about the language represented in the hybrid jargonisms, the respondents emphasized their foreign origin and local professional status: *“I would sooner refer it to professional musical sphere”* (Ivan, guitar player, personal interview); *“I’d say, the terms are English, of course, but [...] we adapt them for Russian mentality – this way it is easier and more convenient to communicate”* (Alexander, rapper, personal interview); *“May be English, but Russianized. We alter English terms in our own way... This pattern is quite common now – not only in rap. Everyone understands this kind of talk”* (Mikhail, rapper, personal interview).

The use of hybrid professional discourse has been described in detail in reference to Russian offices of two large international companies (Gritsenko, E., Laletina, A., 2016). The authors argue that language mixing in the form of professional jargon facilitates communication between colleagues and serves as a marker of professional identity. In her study of language practices in Russian-based professional settings, E.S. Gritsenko comes to the conclusion that the English language in Russia indexes internationalization, progress, innovation, success, reliability, business efficiency, and high quality of life (Gritsenko, E.S., 2016).

4.3. ‘Professional – semi-professional’ level

In musical interviews and reviews aimed at semi-professionals we can also find cases when it is impossible to find corresponding equivalents in Russian, like in *золотой век hair metal’a* (zolotoy vek hair metala – golden age hair metal) ‘the golden age of hair metal’ or *эффект echo delay* (effect echo delay) ‘echo delay effect’.

In musical journals, at the ‘professional – semi-professional’ level, the use of English-language borrowings emphasizes local bands’ “up-to-datedness and progressiveness” by indexing their affiliation with the musical culture on a global scale. Thus, in interviews with foreign musicians or Russian musicians, who have ambitions to become famous at the international level, we come across lexemes like *фэны* (feny) ‘fans’, *драмер* (dramer) ‘drummer’ or *саунд* (saund) ‘sound’. While Russian musicians, who have already won and are satisfied with recognition from the local public, prefer to employ Russian equivalents of the same terms: *поклонники* (poklonniki) ‘fans’, *ударник/барабанищик* (udarnik/barabanschik) ‘drummer’ and *звучание* (zvuchanie) ‘sound’.

Musical interviews and reviews in musical journals contain, although to a lesser extent, examples of professional jargon, which acquires prestige as it indexes affiliation with a professional group of rock/heavy metal/hip hop musicians. In musical reviews, the manipulation of resources from English and Russian allows to create bright images reflecting the specificity of music sound, e.g.:

(2)

<i>Итальянское</i>	<i>эхо</i>	<i>всевозможных</i>	<i>думостей,</i>
Italyanskoe	ekho	vsevozmozhnih	dumostey,
Italien	echo	all possible	‘doom’s,
‘Italien echo of all kinds of doom,			

готичностей, детостей, блекостей и прочих стилей и пост-стилей.
 gotichnostey, detostey, blekostey i prochih stiley i post-stiley.
 ‘gothic’s, ‘death’s, ‘black’s and other styles and post-styles.
 ‘gothic, death, black and other styles and post-styles.’

Authors of musical reviews frequently resort to a deliberate play on words of English origin in order to create unique bright images and thus to attract prospective consumers of musical products.

5. Conclusion

The study shows that the interaction of the Russian and English languages takes various forms in professional communication. At all the three levels of professional communication, the Russian language can become anglicized and the English language can be russianized. These forms of Russian-English bilingualism perform various functions in different professional settings.

Professional communication at the ‘professional – professional’ level abounds in specialized vocabulary (terms and professional jargon) referring to nuances of music and music-making. Both terms and jargonisms perform a communicative function: they facilitate communication of specialists belonging to a particular community engaged in joint activity. Musicians do not search for words, they use musical terminology and jargon naturally and automatically. At the ‘professional – semi-professional’ level, the global and local languages convey a wide array of socio-cultural meanings: English indexes professionalism, affiliation with the global musical world, while Russian expresses localness and familiarity.

Communication at the ‘professional – non-professional’ level reveals the immense prestige of English in the popular music domain. The role of Russian English should not be underestimated, as English-language lyrics are a key to the global musical community. In song lyrics, Russian English performs poetic and pragmatic functions targeting foreign and local audiences and serves as a medium harmonizing content, sound and music. Being a powerful tool of intercultural communication, Russian English enables non-native speakers to express themselves and communicate with other non-native speakers from different parts of the world. Through English, Russian artists can spread their native culture so that it becomes known to the global community.

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SEMANTIC-HISTORICAL ANALYSIS OF THE LATIN LEXEMES *AEDĒS*, *FĀNUM*, *TEMPLUM*

Igor Protsenko

Universidad del Norte (UniNorte), Asunción (Paraguay)
protsent2002@mail.ru

Abstract: In the article "Analysis of the Latin lexemes *aedēs*, *fānum*, *templum*", from the point of view of historical semantics," the author analyzes the development of the meaning 'sacred place' in the three Latin words in order to ascertain the standard and different linguistic processes of formation of the specified value in different Narodov in different languages.

The definition of 'sacred' and the classification of sacred vocabulary are proposed.

The research methodology is based on the principles developed by such European linguists as Ruben Budagov, Elena Mikina, Alexander Iliad.

The results of the study, which is carried out on the material of the Romanesque and other, primarily Slavic languages, show that the sacred place, *imago mundi*, is nothing more than a rethinking of the "external model of the world," which each word is interpreted in its way. The formation and development of the concept are influenced by geographical, historical, socio-political factors and mythological thinking, which in turn determine the consciousness, mentality of people speaking different languages.

Keywords: historical semantics, sacred vocabulary, worldview, consciousness, mythological thinking

ANÁLISIS SEMÁNTICO-HISTÓRICO DE LOS LEXEMAS LATINOS *AEDĒS*, *FĀNUM*, *TEMPLUM*

Igor Protsenko

*Universidad del Norte (UniNorte), Asunción (Paraguay),
protsent2002@mail.ru*

Resumen. En el artículo “Análisis semántico-histórico de los lexemas latinos *aedēs*, *fānum*, *templum*” del Dr. Igor Protsenko se analizan procesos del desarrollo del significado ‘lugar sacral’ en tres palabras latinas con la finalidad de establecer divergencias y convergencias de los procesos mentales y lingüísticos en varios pueblos.

Además, se ofrece la determinación de la definición de la noción *sacral* y se propone la clasificación de las palabras que nombran denotaciones sacrales.

La metodología, usada en la investigación, ofrecida por los lingüistas europeos: Rubén Budagov, Olena Míkina, Alexandr Iliadi.

En la base del análisis hecho (usando unos datos de otras lenguas, culturas, por ejemplo, eslavas) confirmamos que lugar sacral es el *imago mundi* y la reproducción del “modelo superior del mundo” aunque cada de los pueblos lo vea de su punto de vista, tomando en la consideración las peculiaridades de la situación geográfica, historia, condiciones socio-políticos, etc. El papel principal en la creación y el desarrollo de los significados sacrales juegan la conciencia y el pensamiento mitológico de los pueblos.

Palabras claves: semántica histórica, léxico sacral, *templum*, imagen del mundo, conciencia y pensamiento mitológico

1. Introduction

La lengua refleja el modo del pensamiento y percepción del mundo de un pueblo determinado, forma la imagen del mundo nacional con la proyección de la “realidad física” al socio. Los orígenes y los caminos de la creación de este modo “la imagen lingüística del mundo” de un pueblo determinado investiga la semántica histórica, ciencia que estudia no las significaciones de las cosas como los símbolos, sino las razones arcaicas de las cosas, observa su variedad temporal, local en una lengua determinada del pueblo o en varias lenguas como parentescos, tanto lejanas de punto de vista de genética.

Semántica-histórica se encuentra en la intersección de ciencias: etimología, lexicología, antropología, historia, culturología, etc. Se lo determina por sus deberes globales – estudiar los sistemas de concepción de los mundos arcaicos, es decir, varias culturas, las que existían antes de la aparición de la escritura y las tradicionales. En las condiciones actuales de deshumanización de las relaciones humanas, la atención, vuelta a las fuentes de la cultura humana, estudio de la arcaica se hace muy actual.

2. Objectives/Purpose of the study

El objeto de este artículo es la investigación de los caminos del desarrollo de los significados en unos lexemas latinos, que pertenecen al seno del léxico sacral, más concreto, los que nombran lugar culto – *templo*.

En nuestros artículos, publicados antes, hemos demostrado que en latín la noción *sagrada* tiene el carácter dual (lo que está dedicado a los Dioses y lo que está “manchado”; admirado y maldito; lo digno al respeto y lo que causa espanto) (Benveniste, 1962: 349) y lleva a la aparición de las diferencias semánticas en las palabras que se usan hoy: *santo*, *sagrado*, *sacral*.

3. Methodology and sub headings

Metodología de determinación de la noción sacral.

En la base de la investigación hecha proponemos diferenciar y determinar las nociones dichas en la forma siguiente.

Santo – es inmaculado espiritual y moral; intacto; el colmo de la perfección; lleno de las ideas sublimes; ideal (Moliner, 2007); es decir, el que posee las cualidades, peculiaridades ideales, divinos; cercano al Dios o marcado con la presencia de Dios.

Sagrado – en algunos casos es el sinónimo del *santo*, pero significa las acciones o los objetos concretos que se utilizan durante los ritos dedicados al Dios o Dioses. Es decir, *sagrado* –

es la reflexión de la destinación divina del objeto (o la acción) y no está enlazada en ninguna forma con sus peculiaridades interiores; es la separación del objeto (o la acción), de lo aconfesional; es la indicación de la necesidad de la actitud especial a él. Por ejemplo: *vasos sagrados, Escritura Sagrada*, etc.

Sacro – se refiere a algo sobrenatural. Pero no solamente al que se relaciona con divino, sublime, celeste, sino sobreentiende también algo irracional-místico, que provoca como respeto tanto el miedo ante el misterio esotérico, prohibido (aunque valioso para permitirse perderlo) y contrapuesto a las cosas, entendimientos profanos, cotidianos.

Para fijar el sentido *sacral* se usan tres categorías de las palabras (las que a partir de este momento vamos a llamar el *léxico sacral* o *palabras sacrales*):

- en las que el sema ‘se refiere a algo sobrenatural’ es nuclear: *Dios, paraíso, infierno, ángel, diablo*, etc.;

- en las que el sema ‘se refiere a algo sobrenatural’ se activa dependientemente de las situaciones concretas. Por ejemplo, el cielo: 1) ‘espacio que vemos sobre nuestras cabezas, azul de día y poblado de estrellas por la noche’; <...> 3) ‘morada de Dios, los ángeles o justos en el mundo sobrenatural’ (Moliner, 2007), sinónimo del *paraíso*. El proceso de la adquisición del sentido sacro (es decir, místico, mágico, sagrado etc.) a la gente, los objetos o hechos se llama *sacralización*;

- en las que el sema ‘se refiere a algo sobrenatural’ está ausente pero estas palabras son obligatorias para la descripción de diferentes cultos, ritos: *templo, iglesia, retablo*, etc.

Es decir, lo que es sacral se encuentra en la forma interior de las palabras, en semas correspondientes, connotaciones, etc.

Clasificación del léxico sacral

El léxico de que se trata se divide en los grupos de las palabras referidas a los aspectos diferentes de la vida sacral:

1. Acción sacral: *ceremonia* (acto público o privado, celebrado con solemnidad y según ciertas normas establecidas,

los actos en los que se realizan ideas tanto religiosas, incluso paganas, como profanas); *oficio divino* (actos religiosos con los clérigos: *Liturgia, Vigilia, Procesión, Prestación de juramento*, etc., es decir, actos en los que importancia y papel indiscutible juega la palabra); *rito* – acto que se realiza con el orden de las acciones repetidas durante el acto religioso o profano, etc.

2. Lugar sacral: *del carácter religioso (templo, iglesia, convento, capilla, etc.) y del carácter mágico (místico): Stonehenge en Iglatterra, La Montaña Calva en Kiev, Machu Picchu en Perú, etc.*

3. Objeto sacral: *vasos sagrados, ropa, productos de alimentación*, etc. y todos los componentes de un lugar de realizar la acción sacral.

4. Personaje sacral: *Dios, ángel, diablo, hombre* (en la mayoría de los casos es el personaje del mito o de la leyenda), *animal*, etc.

5. Textos sacrales: los que contienen la base de la doctrina religiosa, descripción o comentario del rito o de la ceremonia y los que pueden funcionar como los objetos de adoración. Como una parte de este punto figuran las escrituras sacrales: *runas esclavas, escritura de los turdetanos*, etc.

La otra parte de este punto son las reuniones de los textos de diferentes religiones: *Biblia, Corán, Talmud*, etc.

6. Nociones abstractas: *tiempo sacral, espacio sacral, imágenes sacrales* (en los que la idea sacral se transforma a las formas sensitivas accesibles)¹.

Análisis del léxico que nombra lugares sacrales

En la esfera de los intereses nuestros entran las palabras que nombran el lugar sacral. Las investigaciones que vienen a continuación serán dedicadas al análisis del desarrollo semántico de las palabras latinas con el significado ‘templo’ – *aedēs, fānum*,

¹ Más detalles ver en el artículo mío “Léxico sacral (determinación de la noción). Clasificación del léxico sacral” (Protsenko, 2014).

templum en el latín u otras lenguas modernas, en primer lugar, romances.

La metodología que usamos en nuestro trabajo se basa en los principios comparativo-históricos (lo que permite identificar signos comunes y diferenciales del léxico dicho dentro del cuadro lingüístico de varios pueblos) y que está propuesta en las obras de E. Benveniste (Benveniste, 1962), M. Bréal (Bréal, 1924), A. Meillet (Meillet, 1925), R. Lapesa (Lapesa, 200), O. Mikina (Микина, 2012), etc.

4. Result/Findings

Aedēs.

Aedēs. La base de esta palabra es la raíz indoeuropea *aidh-* ‘quemar’ [13, 3], ‘brillar, lucir’ [12,11] que llegó a formar en diferentes lenguas de la familia lingüística indoeuropea las palabras que pertenecen a varias partes de la oración, pero con el significado correspondiente: sanscr. *inddhé* ‘incendio, quemadura’ (Roberts, 2001: 3; Pokorny, 1959: 11), *édha-h* ‘leñas’ (Roberts, 2001: 3); avest. *aēsma* ‘leñas’ (Roberts, 2001: 3); anglosaj. *ād* ‘incandescencia’ (irl. ant. *ded* ‘fuego’ (Roberts, 2001: 3; Pokorny, 1959: 11); isl. ant. *eisa* ‘fuego’ (Roberts, 2001: 3; Pokorny, 1959: 11); alem. ant. alt. *eit* ‘incandescencia’ (Roberts, 2001: 3; Pokorny, 1959: 11); jet. *a-* ‘calentarse’ (Roberts, 2001: 3); pal. *ḥa-* ‘ser caliente’ (Roberts, 2001: 3); gr. *αἶθω* ‘combustión’ (Pokorny, 1959: 11); *αἶθων* ‘fugoso’ (Pokorny, 1959: 11); *αἶθωψ* ‘brillar, chispear’ (Pokorny, 1959: 11); *αἰθήρ* ‘éter, la más alta parte de atmósfera que aproxima al bochorno del fuego’ (Roberts, 2001: 3); gal.: *aedui* ‘fuego’ (Pokorny, 1959: 11); lat.: *aestās* ‘temporada cálida del año’ (Dvoretiskij, 1976: 43); ‘calor, verano’ (Roberts, 2001: 3); *aestus* ‘calor, fuego’ (Roberts, 2001: 3); *aedēs* desde el principio ‘estufa en casa, chimenea (en sentido secundario ‘hogar de casa – casa’ (Pokorny, 1959: 11).

En latín de la raíz *aidh-*, con la semántica primaria ‘quemar’, se formó la palabra *aedēs* con dos significados a la vez:

‘hogar’: una casa, vivienda – objeto habitual; y ‘templo’ – objeto sacral (Dvoretiskij, 1976: 38).

La base de la transformación semántica era el traspaso metonímico. El fuego se usaba para las necesidades cotidianas, pero importantes – calentamiento de la casa, guiso, que formó la analogía estable: fuego>hogar>casa, vivienda).

De otra parte, el fuego era la parte integrante de diferentes ritos que se practicaban en los lugares especialmente dedicados a eso (en las construcciones o enfrente de ellas) y, como resultado, con el tiempo se activó el sema potencial “se refiere a algo sobrenatural” y la palabra *aedēs* obtuvo el significado sacral. El modelo de transformación del significado en este caso era así: fuego>lugar sacral (donde se realizaron los ritos con el uso del fuego)>templo.

Los ejemplos del uso de la palabra *aedēs* con los significados diferentes se encuentran en los textos de los autores latinos y en las fuentes lexicográficas. P. ej.: *aedēs ascensum habent* ‘las casas tienen escaleras’ (Dvoretiskij, 1976: 101); *aedēs quae longe ceteris antecellunt* ‘los templos que se destacan bruscamente entre otros’ (Dvoretiskij, 1976: 77). El significado de la palabra analizada se concretiza dependiendo del contexto. P. ej.: *aedēs, ubi dicitur habitare* ‘la casa en la que, dicen, él vive’ (Dvoretiskij, 1976: 323); *vigilias agere ad aedēs sacras* ‘vigilar los templos sagrados’ (Dvoretiskij, 1976: 1079). No provoca dudas la interpretación del sustantivo latino *aedēs* en combinación con las palabras que indican al honor de quien fue construida la obra del culto. P. ej.: *aedēs Victoriae cujus gradūs vicem theatri erant* ‘Templo de Victoria, la escalera que servía del escenario teatral’ (Dvoretiskij, 1976: 1075).

El sustantivo latino *aedēs* fue la base de la formación de nuevas palabras, los significados de los cuales están enlazados con la vivienda u obras cultas (templos) y se usan en actuales lenguas romances. P. ej.: *aedificium* [*aedes* + *facio*] ‘edificio’ (Dvoretiskij, 1976: 38) (esp. *edificio*; port. *edificio*; it. *edifizio*; rum. *edificiu*; fr. *édifice*; galis. *edificio*; cat. *edifici*). Palabra,

aedicula (deminutivo de *aedes*), hasta hoy día guarda el significado ‘pequeño templo, basílica’. Aunque en las lenguas romances modernas se usa también con otro sentido. P. ej.: esp. *edículo* ‘ala de cualquier edificio’ (Moliner, 2007); fr. *édicule* ‘ala de una basílica’, ‘templo’, ‘quiosco’ (Petit Robert, 1994: 718) port. *edículo* ‘casita’ (Feguerreiro, 1939, V I: 934); it. *edicola* ‘quiosco de la prensa’ (Скворцова, 1977: 274); rum. *idicul* ‘glorieta’ (Bolocan, 1980: 470).

Las palabras latinas con la semántica ‘el que se relaciona con la vigilancia del templo’, formadas de *aedēs*, no tienen otras definiciones: *aeditula* ‘la vigilante del templo’ (Dvoretiskij, 1976: 38); *aeditualis* (*aeditu(m)us*) ‘el vigilante del templo, clérigo en un templo’ (Dvoretiskij, 1976: 38); *aeditumor* ‘ser clérigo’ (Dvoretiskij, 1976: 38). Pero lexemas dichos no llegaron hasta hoy y en actuales lenguas romances no se observan.

Con el tiempo la palabra latina *aedēs* perdió el significado ‘lugar donde se realizan los ritos cultos’ (templo o una construcción con el espacio para el fuego ritual) y, como consecuencia su carácter sacral. En las lenguas romances los derivantes de *aedēs* nombran exclusivamente ‘edificio’, ‘vivienda’. Es decir, el significado cotidiano desplazó el sacral.

La explicación posible de este fenómeno es el siguiente. Se sabe perfectamente que el mantenimiento del fuego en casa jugaba un papel tan importante que al final obtuvo valor ritual, culto – sacral. Pero nuestros antepasados también vieron y entendieron que esta substancia (fuego) no solamente daba miedo piadoso, sino que se puede domesticarla, se puede obligarla a servir a la gente y a las necesidades humanas. Y así pasó. El fuego empezó a hacer “milagros cotidianos”: calentaba la vivienda, guisaba la comida, daba la luz en la oscuridad, etc. Y la evolución semántica de *aedēs* para nombrar los lugares sacrales se terminó en latín sin obtener el desarrollo en las lenguas modernas, en primer lugar, romances. (más concreto ver en el artículo mío...)

Fānum.

Fānum. Lexema *fānum* se remonta a la raíz indoeuropea *dhēs-* (*dhās-*)² (Pokorny, 1959: 259) que resultó la base para las palabras sacrales en algunas lenguas. P. ej.: arm. *di-k* ‘Dios’; osk. *fīisnam*; umbr. *fesnaf-e* ‘templo’. Posiblemente de esta misma raíz con el sufijo (**dhə s-o* > *dhes-o-*) se formó sustantivo griego *Θεός* ‘Dios’ (Roberts, 2001: 43). En latín de la raíz *dhēs-* (*dhās-*) se forman las palabras siguientes: *fēriae* (*dhēs-to-*) ‘feria’; *fēstus* ‘ferial’; *fānum* (**dhə s-no-*) ‘templo’ (Roberts, 2001: 43); ‘lugar sagrado, santuario’ (Dvoretiskij, 1976: 416). Según J. Pokorny dichos lexemas se relacionan también con: sanscr. *ádihēt* ‘él ve’ (Roberts, 2001: 42); avest. *dā(y)-* ‘ver’; *dhyāman* ‘idea’ (Roberts, 2001: 42, Pokorny, 1959: 243); alb. *díturē* ‘conocimiento’ (Roberts, 2001: 42); gr. *σημειον* ‘signo’ (Roberts, 2001: 42); *σημα* ‘símbolo’ (Roberts, 2001: 42; Pokorny, 1959: 243), que se remontan a las raíces indieuropeas *dheīə-*, *dhiā-*, *dhi-* ‘ver, contemplar’ (Pokorny, 1959: 243) и **dhāu-*, de la que en griego se forma *θαῦμα* ‘admiración’, ‘admirarse’, ‘sorprenderse’, *θαυμάω* (derivado suficsal **dheəu-mḥ*) ‘asombro’, ‘adorador’ (Pokorny, 1959: 243).

Pero la palabra *fānum* con el tiempo se desaparece totalmente del latín y, como consecuencia, de las lenguas romances.

La explicación encontramos en la observación de E. Benveniste quien confirma que el sustantivo *fānum* está enlazado etimológicamente con el verbo *fārī* (*for*) (Meillet, 1925: 215-216; Forcellini, V 3: 32). Este verbo realizó el camino de la palabra onomatopéyica (imitación del ruido de la tormenta, relámpago, trueno, etc.) que provoca el miedo y veneración hasta el verbo que determina el proceso de habla como “fenómeno divino” (Mikina, 2012: 69). Pero dicho verbo se quedó en las reconditeces del latín y no llegó a los días de hoy (Mikina, 2012). Con el cese en

² Es conocida y no provoca la discusión las transformaciones de la *dh-* (*bh-*) indoeuropea a la *f-* latina.

el uso del verbo básico se termina el funcionamiento de la palabra derivada de él – *fānum*.

Es decir, el camino del desarrollo semántico de la palabra mencionada podemos determinar en la forma siguiente: sonidos de onomatopeya>observación en estos sonidos los signos simbólicos, divinos, irrazonables>verbo de habla con el sentido de acción (hablar) como “el fenómeno divino”>templo, santuario, lugar para realizar los cultos o acontecimientos feriales. Y así el desarrollo del significado sacral de *fānum* se termina. En los diccionarios de las lenguas romances este sustantivo si se fija, lleva obligatoriamente nota que relaciona la palabra con la lengua antigua. P. ej.: esp. *fano* ant. ‘templo’ (Moliner, 2007).

Más estables se han quedado los derivados, formados con prefijos del *fānum*.

Con el prefijo *pro-* semántica del cual es ‘enfrente, delante’ (Dvoretiskij, 1976: 811) se formaron las palabras: *profano*, *āvi*, *ātum*, *āre* ‘privar de santidad, revelar’; ‘(delante del templo) consagrar, sacrificar’ (Dvoretiskij, 1976: 816); *profanus*, *a*, *um* ‘el que está privado de santidad (el que no tiene derecho de entrar en el templo); no enterado, sospechoso, sacrílego’ (Dvoretiskij, 1976: 816). Con el tiempo la parte sacral de estas palabras se mudó al segundo plano o se desapareció totalmente y se quedó el significado ‘ignorante, lego’ y no solo en las lenguas romances, sino en otras lenguas europeas también. P. ej.: esp., gal., port., it. *profano*; eusc. *profano* (junto con *ezjakin*); cat. *profà*; fr., ingl. *profane*; alem. *profan*; rus., ucr. *профан*.

Al resumir el análisis de las palabras *aedēs* y *fānum* que en latín se usaban para nombrar el templo, constatamos que en el proceso de la evolución semántica en ambas palabras se perdió el significado sacral.

Pero, la palabra *aedēs* continuó desarrollandose en sus derivantes aunque ellos cada vez obtenían los significados más y más lejanos del nombramiento de los edificios cultos. Los objetos nominados por esta palabra hasta hoy día siguen construyendo, siguen usando, etc. Por eso “descendientes” de la palabra-madre

se encuentran en las lenguas actuales. *Fānum*, por ser relacionado con el verbo *fari* dejó de existir por dejar de existir el verbo³.

¿Por qué pasa eso que las palabras o una palabra, *aedēs*, ha perdido su sentido sacral, otra, *fānum*, se desapareció?

Se puede destacar varias causas de desetimologización, o sea “simplificación” de la noción, desaparición del lexema de la lengua: el cambio de cosmovisión del pueblo; influencia y las relaciones con las religiones, ritos; particularidades del desarrollo histórico de los territorios determinados etc. Aquí nombramos algunas de ellas.

1. En primer lugar, es la existencia y sobrevivencia entre el pueblo, en nuestro caso, entre romanos, varias realidades lingüísticas: palabras para nombrar diferentes tipos de templos y lugares en los que se realizan las acciones rituales. Por ejemplo, *basilica* ‘el templo cristiano (ortodoxo)’ (Dvoretskij, 1976: 127); *hypeathros* ‘el templo bajo el aire libre’ (Dvoretskij, 1976: 483); *īdōlūm* ‘el templo pagano’ (Dvoretskij, 1976: 486); *sacrārium* ‘santuario’ (Dvoretskij, 1976: 891); *baptistērīum* ‘basílica que servía para el bautizo’ (Dvoretskij, 1976: 126); *coillum* ‘santuario doméstico’ (Dvoretskij, 1976: 202), etc.

2. Para diferentes niveles del uso de la lengua se usaban diferentes palabras. Por ejemplo, los creadores de la literatura clerical (Auctores Ecclesiastici) usaban tales palabras como *dominicum* (Dvoretskij, 1976: 346); *īnsula* (Dvoretskij, 1976: 538), etc. cuando otros lexemas eran comunes en el uso: *dē-lūbrum* (Dvoretskij, 1976: 303); *donarium* (Dvoretskij, 1976: 347), etc.

3. En el caso del léxico prestado hay que tomar nota que significado tenía lexema en la lengua de su origen. Por ejemplo, sustantivo *adytum* ‘lugar sacral’, ‘santuario’ fue prestado del griego en el que tenía significado ‘inaccesible’ (Dvoretskij, 1976: 38).

³ Sobre el proceso de aparición y desaparición del verbo *fari* se trata en la monografía de Olena Mikina.

4. No hay que olvidar que casi cada palabra que nombraba el templo en el mismo tiempo tenía otro significado (en muchos casos ‘el templo’ no era el primer significado). Por ejemplo, *martyrium* 1) ‘martirio’, 2) ‘templo’ (Dvoretiskij, 1976: 620); *pulvīnar* 1) ‘almohada con las imágenes de Dioses’, 2) ‘templo’ (Dvoretiskij, 1976: 835); *tēctum* 1) ‘techo’, ...; 4) ‘templo’ (Dvoretiskij, 1976: 1000), etc.

Templum.

Templum. Se remonta a la raíz indoeuropea *tem-* que significa ‘cortar’ (comp: irl. ant. – *tamum* ‘obtusos’, ‘embotados’; eslov. – *teṭi* ‘cortar’; chec. ant. – *teiti* ‘cortar’, ‘talar’; rus. – *tjqtī*) (Roberts, 2001: 179). Al añadir a esta raíz el sufijo, en el latín aparece la palabra *templum* que en el español se transforma en el *templo* ‘el espacio para observar el cielo con los augures durante los auspicios’.

Es decir, al principio, el significado de lexema *templum* no se relacionaba con una construcción, un edificio, sino con un sector determinado en el cielo en el que un gremio especial de sacerdotes, llamados augures, durante la época de los etruscos, observaban (con-templaban) y averiguaban las señales y la voluntad de los dioses.

Más tarde los romanos empezaron a construir en estos lugares sagrados los santuarios para los dioses. Y eso era un rito cosmológico: fundar algo (en primer lugar, que se dedicaba a los dioses) era repetir el acto de la creación del mundo.

Resulta, que la palabra latina *templum* sobrevivió su tiempo y sigue viviendo con el mismo significado (el hogar, edificio que se usa para las acciones sacrales, en este caso, sagrados) en las lenguas tanto romances, como germánicas⁴, al mismo tiempo que *aedēs* perdió las matices del significado sacral y *fānum* se desapareció en general.

⁴ Por ejemplo, it. – *tempio*; fr. – *temple*; port. – *templo*; ingl. – *temple*; alem. – *temple* (pero lo que no se relaciona con el cristiano) – un lugar, edificio sagrado que se usa para las acciones religiosas.

La explicación de este fenómeno se basa en el pensamiento mitológico del pueblo⁵, cuando el pueblo dirige el sentimiento de asombro y veneración, unido con el reconocimiento de un misterio profundo e incomprensible.

Espacio en el que tenían lugar las acciones sacrales y, con el tiempo en los que construían los edificios rituales, provienen de la idea “cortar”, es decir, poner una línea, que divide el mundo profano del mundo sacral. El recinto y todo lo que se encuentra dentro del espacio limitado (cortado) pertenece al mundo sacral y lo que está fuera no es así (el símbolo sacral es “fuego” y lo que está enlazado con esa noción). Al cruzar la línea “mágica” el hombre puede empezar a comunicarse con el espíritu superior, tan misterioso, milagroso, místico...

Los lugares de los que estamos hablando eran las alturas naturales (colinas, montañas), y las construcciones rituales se situaron en los terrenos elevados o se hacían en forma dirigida al cielo, en forma de elevación natural del terreno (pirámides), con el altar en la cumbre, para complicar el proceso de acercarse al espíritu superior⁶. Solamente los que aplicaban los esfuerzos, a veces, enormes, estaban dignos de ser consagrados a los secretos místicos del universo.

No solamente los pueblos de habla romana así entendían el mundo exterior. Al analizar los diccionarios etimológicos podemos confirmar que es la aceptación del mundo común, tanto para europeos, como para los asiáticos y africanos.

Vamos a analizar los ejemplos que confirman nuestra hipótesis.

En Mesopotamia el templo era el *Zigurat* – una torre escalonada que culminaba en un santuario⁷ y simbolizaba la

⁵ Para el pensamiento mitológico lo que es primero e importante es semántica, es decir, significado y no característica del objeto. Significado es característica.

⁶ Las colinas, montañas u otros lugares elevados demuestran en la forma alegórica la separación del mundo habitual, es decir, ponen la frontera entre lo real e irreal, “cortan”, “rodean” de los profanos las áreas sacrales.

⁷ La Torre de Babel era una construcción de este tipo.

montaña del Norte, de donde vinieron los sumerios. La subida a cada escalón era el cruce de una línea más en el proceso de acercarse al espíritu superior.

En Egipto el templo era el símbolo de todo el universo, construido siguiendo el plan “caído del cielo”. Es lo mismo en que pensaban y lo que hacían antepasados de los pueblos romanos. Desde un lugar sacral, *templum*, los augures contemplaban el cielo y trazaban un recorte (en el cielo) para determinar la demarcación o plano del edificio ritual. En final, el augur conseguía el punto de intersección en el cielo que luego sería proyectado en la tierra para erigir el templo. La frontera de estos lugares sacrales, pudieron cruzar exclusivamente elegidos a los que estaba permitido comunicarse con el espíritu superior.

Otras confirmaciones de nuestra hipótesis encontramos en las correlaciones entre sí “las razones arcaicas” del significado “fuego” (lo que demuestra Mark Makovsky en su “Diccionario comparativo de simbólica mitológica en las lenguas indoeuropeas”).

1. EL significado “fuego”, “quemar”, “arder” se relaciona con las palabras que tienen significado “cortar”, es decir, “sacar fuego”: ingl. ant. *fyran* – ‘cortar’, lat. *pavire* ‘batir’, pero ingl. Ant. *fyr* y alem. *feuer* – ‘fuego’ (Makovsky, 1996: 241).

2. El significado “encenderse” podría aparecerse en la base del significado ‘tomar’ (más concreto – ‘envolver con fuego’): de la raíz indoeuropea **bher-* ‘cortar’, ‘perforar’ (Roberts, 2001: 26), ‘doblar’ (Makovsky, 1996: 241) provienen palabras rusas *жарить* [zhárit] – ‘freír’, *нагревать* [nagrevát] – ‘calentar’ (Makovsky, 1996: 241); la raíz indoeuropea **kenk-* tiene significado ‘ceñir’ y ‘arder’ (Makovsky, 1996: 241). En este sentido significado ‘ceñir’ correlaciona con ‘limitar’, ‘cortar’.

3. El significado “arder” puede relacionarse con “montaña”, “montón”: alem. dial. *mauken* – ‘montón’, pero ingl. *smoke* – ‘humo’, celt. – *muk* ‘fuego’; lat. *arere* – ‘arder’, gr. *ορος* – ‘montaña’: rus. *гореть* [gorét] – ‘arder’, *гора* [gorá] – ‘montaña’; irl. *siab* – ‘montaña’, let. *lipt* – ‘arder’; lit. *kaln* – ‘colina’, i-e **kel*

– ‘arder’; i-e **ker-* (**(s)ker-*) ‘cima’, ‘altura’, ‘arder’, etc. (Makovsky, 1996: 241).

4. Palabras que provienen de las raíces indoeuropeas **dhlongh-* (**longh-*), *dhlegh-* (**legh-*), **dheg-* tienen significado ‘arder’, ‘quemar’: lit. *dègti* – ‘quemar’, ingl. ant. – *lieg*, sacs. ant. *longa*, fris. ant. *lug*, *loga* – ‘fuego’, ‘llama’. Aunque se remontan a los significados ‘cortar’, ‘golpear’, ‘batir’: prusk. ant. *doalgis* – ‘guadaña’, alem. dial. *dalgen* – ‘golpear’, lit. *dilgus* – ‘el que pica’, ‘el que quema’ (Makovsky, 1996: 243).

5. En las palabras con el significado mencionado más arriba empiezan a aparecerse matices sacrales: gr. *Θελγω* – ‘embruja’, ‘embruja por medio de un golpe’; toj. A *talke*, toj. B *telki* – ‘víctima’ (Makovsky, 1996: 243).

6. Las palabras con el significado “fuego”, “arder” se relacionan directamente con los significados sacrales “admirar, rendirse a la divinidad, al ídolo”: i-e **ehnis* – ‘fuego’, pero i-e **iag-* ‘admirar a la divinidad’, i-e **eg-* ‘rezar’; i-e **uer-* ‘arder’, pero lat. *vereri* – ‘apocarse’, ‘tener miedo de la divinidad’; lat. *rogus* ‘fuego’, pero alem. *schreck* – ‘miedo’ (al principio el miento ante del Dios), etc. (Makovsky, 1996: 243).

7. El significado “sacramento” se relaciona con el significado “fuego”: let. *lipt* – ‘quemar’, pero *sleps* – ‘misterio’, irl. ant. *tene* – ‘fuego’, pero russ. – *тайна* [táyna] ‘misterio’, i-e. **teg-* ‘fuego’ y ‘disimular’, ‘misterio’, etc. (Makovsky, 1996: 243).

5. Discussion

Entonces, así observamos las relaciones muy tensas en las razones de las palabras que nombran el fuego o el proceso de separación de una parte de algo entero y la formación de las palabras que nombran los lugares donde se realizan los actos sacrales, *templos*, o, como los nombran, “casas de Dioses”.

En este trabajo no pretendemos rescatar el tema hasta el fondo, es imposible al principio por las reglas del género del artículo científico. Lo que pretendemos es marcar los puntos clave

de nuestra investigación, llamar la atención a los colegas a este tema, provocar la **discusión** para lograr llegar a la verdad.

Continuamos el análisis de los objetos con el significado ‘templo’ atrayendo los ejemplos de las lenguas de otros grupos lingüísticos, por ejemplo, eslavos, en los que el “camino al templo” era diferente de primer punto de vista, pero, en realidad, muy parecido a lo que hemos demostrado aquí. La idea magistral de nuestra investigación es pasar a las lenguas de los aborígenes americanos, por ejemplo, guaraní. Y, en la base de los resultados obtenidos confirmar o denegar nuestra hipótesis de la igualdad del proceso pensador para toda la gente de diferentes partes del mundo.

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SYSTEM OF VISUALIZATION IN TEACHING FOREIGN LANGUAGES

Darya Sh. Marsagishvili, Marina P. Petrova

*Institute of Foreign Languages, Peoples' Friendship University of Russia,
Moscow, Russia
marsinya@inbox.ru
petrmar2005@mail.ru*

Abstract: The article is devoted to the use of visual materials in the process of teaching foreign languages. The problem of adequate presentation of visual educational information is analyzed. The types and formats of tasks that are aimed at the assimilation of data of similar kind are considered.

Keywords: visualization, educational information, system approach, principles of visualization, means of knowledge visualization

1. Introduction

Nowadays no one can deny the necessity and importance of using video materials of various formats within the process of teaching foreign languages, since present generation is a unique generation of people living in the age of abundance of visual in-

formation, it has been brought up not on textual, but on visual presentation of any kind of information.

Modern young people studying foreign languages better perceive, process and remember visually presented material. For example, any multimedia curriculum or an educational film. The problem of adequate visualization of educational information and the practicability of its use attracts the attention of not only teachers and methodologists, but also psychologists, psychiatrists, physiologists, neurologists, etc. The presentation of information in visual-audial form provides its qualitatively new perception and processing. A person perceives any information within four stages:

- sensory-motor (sensory perception),
- symbolic (figurative convolution of sensual-logical information),
- logical (discursive-logical interpretation of information),
- linguistic (accommodation of information in mind through the word-image, worked out at the previous stages).

In traditional printed textbooks the necessary sensory-motor stage of perception of information is practically absent. Educational material is presented at the lexical level with some reference to the symbolic stage (meaning the illustrations). It is one of the reasons for the difficulty in perceiving information. Without the first necessary stage, perception cannot be complete. Abidance of the natural method of understanding and processing of information leads to time savings in the educational process. When the instructional material is presented using visual elements, various channels (audition, vision, etc.) are involved in the process of perception. It allows you to lay the educational information in long-term memory, the key to extracting it is any of the signals sent to the brain (for example, a word or an image).

But the problem is that, despite the significant spread of visual tools, their use in the educational process is often unsystematic and chaotic. In this regard, we suggest using a systematic

approach to develop complexes of visual tools in teaching a foreign language.

Systems thinking makes it possible to identify all the determining parameters and interrelationships of components, to optimize the processes of learning, understanding and practical application of knowledge (Lavrentyev, G.V., 2012: 183), and that means to improve the quality of foreign language teaching in general.

2. Objectives/Purpose of the study

It is worth saying, that the complex of some aspects of the educational process is combined into a system subject provided that a single goal is achieved (in this case, the purposes of language teaching): the elements are closely interconnected and are developed in every specific act of educational activity; are formed under the influence of the environment, which dictates the requirements of what and how to train in connection with the needs of the society; are united with each other through the purpose of learning as a system-forming component of the system (Zotova, I.N., 2006: 71). Thus, the primary goal of creating a system of tools for visualization of educational information in teaching foreign languages as the basis for the functioning of the system of visualization tools it necessary to be determined.

3. Methodology

Defining the objectives of the system of visualization tools in foreign language education, we rely on the concept of foreign language education developed by E.I. Passov, according to which foreign language education has four aspects: cognitive, developmental, educative and training (Polyakova, E.V., 2012: 8). That is why we consider the realization of the training, educative, developmental and cognitive potentials of foreign language education through information visualization and knowledge visualization as a target component of the system.

Effective functioning of the system is also provided through implementation of a complex of elaborated principles, as far as the principles precisely ensure continuity in the policy. In the absence of continuity between the elements of the system, they become unstable, and that complicates their use when contacting with the environment (Lavrentyev, G.V., 2012: 189).

Analysis of individual publications on the problems of teaching a foreign language using visual AIDS allowed to identify the most significant principles:

the principle of purposefulness – the use of this principle demands from the teacher to know the primary purpose of using this visualization tool in a specific situation in the educational process, based on the need to implement the training, educational, developmental and cognitive aspects of foreign language education;

the principle of functionality means that any means of visualization performs in the process of teaching specific educational, developmental and cognitive functions, providing practical mastery of the language;

the principle of integrated approach involves the inclusion in the content any media and/or knowledge to ensure joint training of the three sides of speech (lexical, grammatical and pronunciation), their structural components, whereby there is a parallel assimilation of pronunciation, vocabulary, grammar and the development of oral speech, reading, and writing.

At the same time, it is essential to understand that the information saturation of the educational process involves special preparation of educational material before its presentation to students. Therefore, it is necessary to represent knowledge and information in a "short" form.

It can be explained by the fact that the subjects of study can affect the learner through its different features, and each analyzer transforms into a nervous process only a separate type of external energy. Therefore, the richness and completeness of the sensual

image to the vast extent depends on the participation in the perception of various analyzers.

Psychological researches have shown that 80% of information people receive through the visual analyzer since the capacity of the channels receiving and processing information through the "ear-brain" line is 50,000 bits/sec, and through the "eye-brain" line is 50 000 000 bits/sec (Lavrentyev, G.V., 2012: 48). These data suggest that the need for a complex combination of verbal methods with non-verbal methods (visual, visual) is obvious. That is why a teacher of a foreign language who has abandoned the traditional way with its verbal means can achieve great results by including video materials and multimedia in the educational process. It is known that the effectiveness of the educational process also depends on such psychological processes as perception, attention, motivation, imagination, thinking, etc. The specificity of video-audio materials cannot, but affect the nature of these processes. Psychological researches in this area prove that the enrichment of sensory experience that is formed in the process of perception of reality is a necessary condition for human mental development. The sensory-perceptive level is the initial level of human psychic and mental development. Modern video materials and multimedia can provide a particular system for the development of sensory and perceptual abilities of a person, make it possible to demonstrate the processes and phenomena that a person can not directly perceive due to the limitations of the senses. Figurative material copies reality, serves as a model, giving in a varying degree of accuracy the idea of the original. At the same time, educational material is presented in the screen-sound model with the greatest accessibility for perception. For example, as shown by scientific researches, to identify a simple object a person needs: with the help of verbal description – 2.8 seconds, with the help of image on the contour drawing – 1.5 seconds, with the help of a color photo – 0.9 seconds, with the help of video – 0.7 seconds, with the support of demonstration of

the object in nature – 0.4 seconds (Bodrov, V.N., Magalashvili, V.V., 2008: 422).

From these data, it is clear that the perception of artificial prototypes is significantly different from the understanding of real prototypes. The nature of media determines specific implications for the formation and development of the cognitive abilities of the individual (Kondratenko O.A., 2013: 104). For example, a printed text as a source of information is based on the principles of content abstraction from reality; such features characterize it as linearity, consistency, objectivity, rationality. These features form a way of thinking that in some way has a similar structure with the printed text. According to P. Norton, almost any form of visual information contains problematic elements, the solution of which is based on the analysis, synthesis, generalization, folding or deployment of information.

Moreover, the bigger the problem of visual information, the higher the intensity of mental activity of the learner. The process of visualization is the folding of mental contents into an optical image that can be deployed and can serve as a support for adequate spiritual and practical actions. Thus, visualization of educational information contributes to the more intensive assimilation of the material, orients the learner to search for systemic relations and patterns. The need for the integrated use of video materials in the educational process is in their vast impact on the means of understanding and memorization. Getting acquainted with the symbolic information a person aims to translate it into a verbal form, and to present heard in the way of images. However, the advantages of using video materials and multimedia will only be fully realized when perception entails mental activity, combined with various types of cognitive activity from motor functions to inductive, logical and creative thinking. Passive observation of students for what is happening on the computer screen can not lead to effective assimilation of the content of the educational material. The need for widespread use of video materials in the process of teaching foreign languages is also because their use

opens up great opportunities for the implementation of the most crucial academic principle – visibility. A communicative culture of the individual does not arise from scratch; it is formed by human communication experience. The primary sources of acquisition of communicative competence, according to A. N. Leontiev (1977), are:

- socio-normative experience of folk culture, i.e., knowledge of the system of symbols and regulations and their use in communication,
- knowledge of communication languages used by folk culture,
- interpersonal communication experience,
- art perception experience (Azimov, E.G., Shchukin, A.N., 2009: 127-128).

P. M. Erdniev states "that the greatest strength of program material mastering is achieved when applying the training information simultaneously in four codes: illustrative, numeric, symbolic, verbal.

In this regard, the principle of system quantization and the principle of cognitive visualization, which to a greater extent reflect the specifics of visualization in the educational process, become essential.

The principle of system quantization is based on the proposition that all kinds of models of knowledge representation in a compressed compact form correspond to the property of a person to think in images. According to this principle, the training material, located compactly in a particular system, is better perceived, and the allocation of strong semantic points in it contributes to the useful memorization (Nikulova, G.A., 2010: 149).

The principle of cognitive visualization follows from the psychological laws, according to which the effectiveness of the assimilation of information and knowledge increases if the training uses cognitive graphic educational elements (performing not only illustrative but also cognitive function). It leads to the fact that the process of assimilation is connected with the "shaped"

right hemisphere. At the same time, "supports" (drawings, diagrams, models), compactly illustrating the content, contribute to systematic knowledge. An abstract educational material, first of all, requires specification, and different types of visualization correspond to this purpose – from subject, to very abstract, conditionally sign. "When perceiving visual materials a person can cover with a single glance all the components included in the whole, trace the possible connections between them, categorize the degree of importance, commonality, which serves as the basis not only for a deeper understanding of the essence of new information, but also for its translation into long-term memory» (Nikulova, G.A., 2010: 149-150).

4. Result/Findings

Most modern researchers on the problems of implementation of visualization in the educational process agree that it is necessary to distinguish the concepts of "information visualization" and "knowledge visualization." For example, "information visualization" refers to a graphical representation of abstract data that makes it easier to access, while "knowledge visualization" is used to share knowledge, for example, in e-learning. It has the very purpose of data transmission, which allows stimulating cognitive processes in learning (Sverchkova, Y.A., 2012: 421).

Thus, it can be considered reasonable to include two elements in the system: knowledge visualization tools and information visualization tools.

These concepts, however, have their specifics concerning the subject area in which they are presented. The cybernetic approach to the idea of "information" can not be used in teaching a foreign language, since the content of training, in this case, is a foreign language culture (Polyakova, E.V., 2012).

Information visualization tools play a unique role: they acquaint the learner of a foreign language with the world of foreign language culture and language as its component, presenting mes-

sages in an already processed, "compressed" form, and act simultaneously as a visual stimulus for communication.

Table 1 presents the principal means of visualization of information that are most common in domestic and foreign methodological science and practice, as well as their cognitive, educational, developmental and educational aspects.

Knowledge visualization tools are created to transfer knowledge, stimulate cognitive processes, the most significant development at the same time get the principles of quantization of knowledge and cognitive visualization. The created means of knowledge representation help not only to master the studied material but also to generalize and remember the reviewed material, as well as contribute to its longer storing in memory and natural reproduction. With language learning distinguish phonetic, grammatical, lexical, cultural, socio-cultural knowledge (Azimov, E.G., Shchukin, A.N., 2009: 73). Besides, we consider it necessary to include communicative proficiency in this list as communicative competence is impossible without communicative knowledge (Kamyanova, T., 2008:109]. Consequently, knowledge visualization tools are means of representation in a convenient and accessible form of phonetic, grammatical, lexical, socio-cultural and communicative knowledge for their generalization and more effective assimilation.

Nowadays, a large number of knowledge visualization tools are used, special attention is drawn to visualization tools using modern information technologies.

Multimedia presentation

The advantage of presentation as a means of visualization is connected with the fact that knowledge is transmitted in the unity of image and text, using along with feelings memory, thinking, imagination and personal meaning. A person as a kind of mental designer perceives the information introduced in the presentation. During the introjection, the assignment of the identity of the constructor occurs (Zotova, I.N., 2006: 82). Dynamic presentations, which are educational videos based on multimedia presentation

with the active use of animation effects, have become very popular in recent years.

The use of multimedia presentations within foreign language lessons makes it possible to implement a communicative approach to mastering all aspects of a foreign language: cognitive, educational, developmental and educational, within the educational element – all kinds of speech activity: reading, speaking, listening, writing. The creation and use of multimedia presentations within foreign language lessons help to implement a person-oriented approach to learning, provides individualization and differentiation of knowledge based on the abilities of students (Konratenko, O.A., 2013: 95).

Success in the development of knowledge and skills in this case is due to the fact that working with presentations makes to structure the material, to formulate it very briefly and concisely, to systematize the perceived information, presenting it in the form of a brief summary, in the way of basic concepts, rules, shown in the form of schemes.

Mental maps

In 60-70-es of the 20th-century American scientist, Tony Buzan invented Mind-Maps (mind maps, memory cards, intelligence maps). MindMaps is a method of graphic expression of the processes of perception, processing and memorizing information, solving creative problems, a tool for the development of memory and thinking, through which you can use both hemispheres to form educational and cognitive competence of students (Shchukin, A.N., 2006: 84).

Schemes (mind maps) operate on the same principle as our brain, which remembers keywords and images, and not sentences. Schemes allow you to record and remember associations and connections, to place a more substantial amount of information. In the process of compiling such maps are easily interiorized.

It is difficult to overestimate the potential of mental schemes in teaching a foreign language; they can be used for the development of knowledge of socio-cultural orientation, the for-

mation, and improvement of grammatical and lexical skills, as well as in the planning of monological statements and dialogical speech, for the development of writing skills.

The use of mental maps in English lessons makes it possible:

- to create motivation to learn a foreign language as a means of communication;
- to organize individual, group and collective activities of students;
- to design educational content following the age characteristics of the students;
- to implement a differentiated approach to training;
- to organize independent work of students;
- to coordinate project activity of learners;
- to teach students to use dictionaries, reference books and other sources of written and oral information to find necessary meanings, decoding dictionary designations;
- to develop students' creative and intellectual abilities, thinking, memory, and intuitive abilities.

It is possible to draw a mind map on paper or use a computer program ConceptDraw MINDMAP Professional, Mind Manager Pro 6, Edraw Mindmap, service bubble.us (Shchukin, A.N., 2006: 320).

Tag clouds – Wordle. Wordle is a service for creating a cloud of words from the given text. On-site www.wordle.net in a specialized field, you must enter text, and the program will generate a cloud, displaying the most frequently used words in a large font.

Turning any text into such clouds is possible. Using Wordle is useful for people who perceive most of the information through sight (visuals). Using the service Wordle opens up great opportunities for both teaching and learning a foreign language. The use of this technique in the classroom in a foreign language is one of the means of increasing interest in learning to provide better mas-

tery of students' oral speech, to improve the level of language and speech training, to the formate and improve lexical skills. Technically simple implementation and free use of the application provides excellent opportunities for the dissemination of this type of knowledge visualization tools.

Infographics

Infographics is a unique way of visual information representation. The ideological basis of IG is schematization – graphic data organization connected with an investment of ideas and thought forms of different degree of complexity in the way of the drawing, a scheme, a table or a diagram. Raw data – observations, measurements, reflection – turn in the IG after the "reduced performance" with the help of graphs, figures, pictures, and words in the reports and compressed images, i.e., the presentation-rendering after multi-stage processing. The object of infographics, as a rule, consists of information-intensive fragments, each of which initially has links with many other pieces (Passov, E.I., 2010: 433). In the methodical literature, it is indicated that the primary purpose of infographics is informing. The main feature of enabling a visual object in the subset of informational graphics is its ability to provide a large amount of diverse information in an organized, easy to understand manner or be the means of indicating the action or the value of other types of data. Consequently, an infographic should be considered as a knowledge visualization tool, since in this case, the implemented task is not merely the presentation of information but its visualization to further analysis, identification of the relationships between some of the data in a convenient form that allows transferring knowledge efficiently.

5. Discussion

Thus, the system of visualization tools used in teaching foreign languages provides its goal as a realization of educational, developmental and cognitive potentials of foreign language education through visualization of information and viewing of

knowledge. Development of visualization tools is based on the principles of focus, functionality, complexity, principles of system quantization and cognitive visualization. The structural components of the system include: information visualization tools and knowledge visualization tools, each of them implements all the elements of foreign language education. Consequently, the use of visualization tools in foreign language education provides ample opportunities not only to get acquainted with the facts, processes, and events of culture but also to transfer in an accessible and easily digestible form lexical, grammatical, phonetic and communicative knowledge.

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DEVELOPING OF THE DISCURSIVE COMPETENCE IN TEACHING INTERPRETERS

Olga E. Novokhatskaya

*Institute of Foreign Languages
Peoples' Friendship University of Russia, Moscow, Russia
olyakacher23@gmail.com*

Abstract: The article describes the discourse as a perception object in consecutive translation. The authors offer their definition of discursive competence and reveal its content in oral communication. The article focuses on the information-oriented listening skills development of future interpreters. The information-oriented skills are a basis for developing perception abilities which are a part of the discursive competence. Authors' attention is also paid to the listening comprehension exercises to establish information-oriented skills.

Keywords: discourse, discursive competence, consecutive translation, information-oriented listening skills of future interpreters, extralinguistic context

1. Introduction

The paradigm shift in linguistics led to the emergence of discourse as a new branch of knowledge and social technology. It led to changes in translation studies: the object of translation was considered the text as a component of one of the particular dis-

courses or orally generated discourse. Discourse understood as an actual communicative event, recorded in written texts and oral speech and carried out in a certain, cognitive and typologically conditioned communicative space (Kibrik A.A.,2003:13), as a text. The text actualizes not only the actual language factors-the rules of combinability of words and sequence of statements, their intonational design, forms of questioning, interrupting partner, types of reaction to the question, etc., but also non-linguistic (extralinguistic) factors-cognitive, ethnographic, socio-cultural, psychological" (Arutyunov D.A., 1990: 234), is a complex object of perception.

2. Objectives/Purpose of the study

The result of perception, comprehension and understanding is a subjective image that arises in the consciousness of the recipient and includes copies of the content of the speech work, the model of the communicative situations, the image of the specifics of the interaction of partners, as well as the image of each of the participants in communication. The understanding of oral speech is thus related to the recipient's decision-making at the linguistic, cognitive, situational-deictic and pragmatic level.

The translator makes a significant contribution to the implementation of interaction, because his experience and competence have an impact on the segmentation of discourse, on the speed and depth of understanding of the message, on the level of professional communication, on his emotional coloring and attractiveness, and, ultimately, on the optimal achievement of the result of discussion.

It is the translator who is called to level the difficulties arising in intercultural interaction due to the transformation of untranslated fragments of discourse, an adaptation of information to the host cultures. All of the above leads to the conclusion about the need for purposeful formation of discursive competence of future interpreters.

3. Methodology

The discourse competence of an interpreter as an essential component of communicative competence differs from that of an ordinary person. Therefore, it is possible to define the discursive skill of an interpreter as the ability to perceive oral and spoken discourse in the unity of all its components (speech, non-verbal, communicative, interactive, universal and individual personal) (Canale, M., 1980). To understand the explicit and implicit meaning and to translate it following the national and cultural peculiarities of design, structuring, implementation (selection of appropriate language forms within functional styles and communication registers) in a specific communication situation, provided the necessary adaptation to the host culture.

The formation of the discursive competence of future translators begins with the first year of training in the course of oral speech practice in a foreign language. At this stage, the foundations of discursive competence at the skill level in the speech activity of listening and speaking are laid. The primary attention in our work is paid to the question of formation of speech information-directed skills of translation listening, providing the disclosure of the internal structure of the subject and semantic content. Appeal to information-oriented skills as an object of formation due to the focus of translation listening on the subject-thematic ("what is reported?") and semantic content ("what is reported and why?").

Speech information-directed skill of listening translation is the ability to carry out speech information-directed lexical or structural-compositional operation at the optimal level of perfection of speech action of listening to the operational aspect of the activity. It is taken into account that comprehension and understanding of the information of the discourse fragment in the course of listening translation is carried out within the context and situation intercultural communication.

In the sounding text as the main component of discourse and the main object of perception, comprehension, and under-

standing in consecutive interpretation can be divided into three plans – the subject plan, the plan of semantic content and the plan of language design. Subject content linked to the notion of denotation, which refers to the reality or the object reflected in the thinking and expressed in the text defined language (Borbotko, VG. ,1981: 26). In other words, a denotate means a fact, an event, a situation. In the process of listening to the original message, the translator primarily deals with the first, thematic part of the subject content presented a chain of keywords and phrases. But for a complete understanding of the source text and the generation of secondary text is necessary to reveal the subject content of the original by constructing its denotate structure, i.e., to identify the word combinations in the text, denoting certain denotates and to reveal the subject connections between them.

In addition to a relatively external reference to reality, any text reflects a certain point of view on a particular situation. It is the point of view that sets the semantic the content, without which it is impossible to talk about a full translation. The semantic content of any text can be represented in the form of a hierarchy of predicates, i.e., it is reflected in the thematic development of the text. In accordance with the above, speech information-oriented skills include the following types: 1) skills aimed at perception, comprehension, and allocation of a chain of keywords and phrases that convey the subject-thematic content of the speech work; 2) skills related to the perception, comprehension, and allocation of phrases expressing denotates; 3) skills that ensure the perception, understanding, and allocation of the hierarchy of predicates and the construction of the scheme of thematic development; 4) skills that allow to perceive, comprehend and build the denotate structure of the sounding text or its fragment.

Highlighted the types of skills correspond to the four types of speaking exercises in translation and comprehension. These include:

a) exercises involving the perception, understanding, and allocation of a chain of keywords and phrases;

b) exercises, in which is perceived, comprehended and highlighted phrases expressing the denotations;

C) exercise, aimed at the perception, understanding, and allocation of the hierarchy of predicates and building a scheme of thematic development;

d) exercises related to the perception, understanding, and construction of the denotate structure of the sounding text or its fragment.

The implementation of each type of exercise is preceded by an introductory stage, in which the trainees are given preliminary tasks, involving work with the printed text within the framework of speech reading activities. It allows us to reveal the essential nature of the text, the internal structure of the subject-specific and semantic content, to demonstrate the linguistic means that transmitted. Thus, students learn to perform mental operations of analysis, selection, comparison, generalization, synthesis, learn to see the development of thought in the text, to allocate semantic links and denotate phrases (Kibrik, A.A., 2003:57). It is followed by information-oriented speech exercises in listening translation, which in many practices is accompanied by a letter-fixation and subsequent speaking (it is not a translation, and the transfer of content in its secondary text, most often in a foreign language). The analysis of speaking products, along with the study of the products of written fixation of information, provides an additional opportunity to assess the degree of formation of information-oriented skills of listening translation. At the same time, the communicative orientation of the exercises ensures the students' motivation. Fragments of video recordings of real situations of foreign language communication are used as an authentic video discourse.

Instructions for the first three types of exercise can be formulated as follows: "Listen to the message, based on a list of lexical units. Select one or more of the leading keywords (phrases). Name the lexical units from the list that are subordinate to each of the leading keywords. Exchange views with your colleagues";

"Listen to a fragment of the video, correlating its content with the list of phrases. Select those that are integral for the text, i.e., denote the whole fragment of reality. What information do they transmit?"; "Listen to a fragment of the video, determine which words and phrases from The list given to you are predicates to this topic. Tell us what you learned about the topic using the highlighted lexical units?".

At the final stage of the formation of information-directed transition to the fourth type of exercise, i.e., to the construction of denotate structure of the message. It is necessary to learn to perceive, to comprehend and to distinguish the denotations of the denotations and theme-rheme.

4. Results

Most of the suggested exercises include verbal information basis of speech activity listening in the form of keywords and phrases presented in a vertical or horizontal sequence, denoted collocations, lexical means, representing the theme and rheme of the utterance, etc. The wording of the instructions to the exercises provides direction of attention to thought as a subject of speech activity, with the informed selection of lexical means, which convey this information and through which they perceive the internal structure of the issue and semantic content.

Since one of the characteristic features of translation listening is its synchronization with the letter-fixation, each type includes exercises that provide a written fixation of language means that transmit information statements and allow to identify the internal structure of its content. For example: "Listen to a fragment of the video, fix the words and phrases from the list that report information about the preparation of traditional rye bread in Germany. Let us know, about what information is passed with the phrase".

Many exercises direct the attention of students to the subjects, phenomena, processes presented in the video series, as well as to the paralinguistic and non-verbal means of communication

used by the speaker: "View and listen to the video message. Name the keyword (phrase) from the list, which is highlighted by the speaker using the accent and gesture. Why do you think the speaker especially emphasizes that word? Listen to the video message, paying attention to the captions and the running line on the screen. Select and lock the main subject and subtopics of the text (Galskova, N.D, 2006: 231). Ask your colleagues what they have recorded." "Listen to the message, based on this list of indivisible for this text phrases denoting whole fragments of reality (objects, phenomena, processes). Note which of them are presented in the video and sounding text. Tell us what you learned from the film about these objects or phenomena."

Particular tasks also provide the formation of a mechanism for switching from one language to another: "Listen to the message and, based on the list of key lexical units in Russian, fix in the order of their German-language correspondence from the text. What information is reported in the sounding text with the help of your selected words and phrases?"

Information-oriented skills of translation listening serve as the basis for the formation of receptive skills that are part of the discursive competence, the formation of which continues in senior courses in the framework of teaching interpretation. (Bachmann, L. F, 1990: 345) In this case, the content of the training should reflect the stages of the translator:

a) preparatory (analysis of translation assignments, a collection of materials and preparation for translation);

b) analytical (interpretation of the situation and the peculiarity of the translator's activity in it, linguistic, compositional, communicative analysis of the statement and discourse); C) the stage of the translation itself, including translation listening, comprehension and understanding of the information, written fixation of the information and creation on its basis of the creolized text of the translation;

d) the stage of evaluation and correction of the reading.

Training consists of a theoretical and practical part include the necessary language, speech, and non-verbal material as an information basis, integrates country and socio-cultural aspects of the interpreter.

An essential means of forming discursive competence in the preparation of interpreters is a multimedia textbook or traditional textbook based on learning technology that integrates audiovisual information (text, video, audio, graphics, etc.). The book can be built both from the thematic criterion of the organization of the material, and taking into account the discursive and situational principle (the type of discourse and the list of typical situations). The video creates the illusion of presence in the real situation of communication, allows you to analyze it, to consider its extralinguistic context. To recreate the characteristics of oral discourse in the location of the following interpretation can be limited to a single presentation of the video.

5. Discussion

The article describes discourse as an object of perception in consecutive interpretation, discloses the content of discursive competence in situations of verbal communication. Discursive competence is formed as a productive one, and at the receptive level. The basis for the formation of receptive skills is speech information-oriented skills of listening translation, which allow identifying the internal structure of the subject and semantic content of the sounding text as the main component of discourse. These skills are formed at the initial stage of training in the framework of a practical course of a foreign language.

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INTEGRATIVE APPROACH FLT THE PUPILS OF PRIMARY SCHOOL IN TEACHING FOREIGN LANGUAGE

Ekaterina M. Kosheleva

*Institute of Foreign Languages
Peoples' Friendship University of Russia, Moscow, Russia
gal42422@yandex.ru*

Abstract: The article substantiates the relevance of the approach, identifies the structural components of the integrated approach, explains the peculiarities of the integrated lessons and provides the results of the study. The integrative approach in the studying is a specific form of ensuring the comprehensiveness, integrity of students' knowledge and formation of their systemic thinking and scientific outlook.

Keywords: learning, integrated approach, foreign language, lesson, primary school

1. Introduction

At the moment, changes are taking place in the Russian education system: it is becoming oriented towards the entering of the world educational space. Integration is one of the most significant innovative phenomena in the world. The process of modernization of Russian education involves the search and the introduction into practice of new forms of organization of the educational

process. In the conditions of lack of time devoted to creating the school curriculum, integrated lessons, assuming the use of information on a common topic from various subjects of the school cycle, have become particularly relevant. Such experiences allow them to take a fresh look at the issue of study and evaluate the opportunity to apply the knowledge gained in the study of one subject while studying another (Galskova, N.D., Gez, N.I., 2009: 50). In classical pedagogy, the most complete psychological and pedagogical substantiation of the academic significance of interdisciplinary connections was given by Konstantin Dmitrievich Ushinsky. He believed that "the knowledge and ideas communicated by any sciences should be organically built into a bright and extensive view of the world and its life."

The integration of knowledge can be one of the ways of mobility and variation of the educational content. Taking into account the age features of younger schoolchildren, when organizing integrated learning, it is possible to show the world in all its diversity with the involvement of various knowledge, which contributes to the emotional development of the child's personality and the formation of the creative thinking.

The integrated lesson is one of the innovations of the modern technique. This technology boldly intrudes into unshakable school curricula and binds at first glance incompatible subjects. Thus, the integration of subjects contributes to the formation of above-subject competences and increases the motivation of students for learning. (Zimnyaya, I.A., Zemtsova, E.V., 2008:14).

2. Purpose

The main objectives are – to consider structural components in primary school, to identify the advantages and features of the approach, to summarize the results of the study.

3. Methodology and subheadings

The integration in the pedagogical process is one of the sides of the development process associated with the unification

of previously separate parts into a whole. This process can take place both within the framework of the already established system and within the context of the new system. The essence of the integration process is qualitative transformations within each element entering the system. In the works of V.V. Kraevsky, A.V. Petrovsky, N.F. Talyzina the issues of integrating pedagogy with other sciences are widely considered. G.D. Glazer and V.S. Lednev reveal ways of integration in the content of education. In the works of L.I. Novikova and V.A. Karakovsky revealed the problems of integration of educational effects on the child. Integration in the organization of studying is considered in the works of S.M. Gapeenkova and G.F. Fedorets. Scientists have determined the methodological foundations of integration in pedagogy: a philosophical concept of the leading role of activity in the development of a child; provision on a systematic and holistic approach to pedagogical phenomena; psychological theories about the relationship of the processes of education and development (Shchukin, A.N. 2006:331). Based on the selected methodological provisions, scientists identify a number of concepts: the integration process, the principle of integration, the integrative methods, the integrative approach.

An integrated lesson is a particular type of teaching that combines learning in several disciplines simultaneously while studying a single concept, topic or phenomenon. In such an experience, the leading discipline acting as an integrator and auxiliary disciplines contributing to the deepening, expansion, refinement of the material of the leading discipline are always highlighted.

The main objectives of such training:

1. Creating optimal conditions for the development of students' thinking in the process of teaching based on the integration of various subjects.
2. Overcoming some of the contradictions of the learning process.
3. Activation of students' cognitive and creative activities during the lesson.

The principles of integrated learning are designed to work sufficiently to achieve the primary goal of integrated learning – the development of students' thinking:

- Synthesized knowledge. Holistic, synthesized, the systematic perception of the issues studied on a particular topic contributes to the development of breadth of thinking. The statement of the problem investigated by the methods of integration develops focus and activity of thought.

- In-depth study. A deeper insight into the subject under investigation contributes to the development of the depth of thinking.

- The urgency of the problem, or the practical significance of the problem. Mandatory implementation of the problem in some concrete situation enhances the actual orientation of training, which develops critical thinking, the ability to compare theory with practice.

- Alternative solutions. New approaches to a known position, non-standard ways of solving a problem, the possibility of choosing a solution to this problem contribute to the development of flexibility of thinking, develop originality of thinking. Comparison of decisions develops activity, criticality, organized thinking. Due to the desire to carry out a reasonable choice of actions, to find the shortest way to achieve the goal, purposefulness, rationality, economy of thinking are developed.

- Proof of decision. Evidence of solving a problem develops evidence of thinking.

3.1. The structure of the integrated lesson

The structure of the integrated lessons differs from the usual lessons in the following features:

- maximum clarity, compactness, conciseness of educational material;

- logical interdependence, the interconnectedness of the content of integrable objects at each stage of the lesson; sizeable

informative capacity of educational material used in the experience.

For planning and organizing such lessons, it is essential for the teacher to consider the following conditions:

- In the form of integrated lessons, it is advisable to carry out generalizing lessons on which the problems most important for two or several subjects will be revealed, but an integrated lesson can be any lesson with its structure, if knowledge, skills, and results of the analysis of the material being studied are used to conduct it Sciences, other academic subjects.

- In an integrated lesson from a single subject, one is leading.

The integrative approach includes the components: methodical, organizational-active and informative.

A methodical aspect includes the integration of teaching methods of various disciplines. For example, it is necessary to use such pedagogical technologies as the method of projects, role-playing games, case-based techniques. The particular importance is problematic tasks, through the analysis of which students are trying to understand better the essence of phenomena, which leads to a deeper understanding of themselves. And understanding themselves, knowing their needs, students are even more eager for self-development. Organizational- active component involves the integration of forms of learning various subjects, which will promote the use of more creative tasks, aimed at the formation of creativity and the destruction of student stereotypes.

The substantive component includes educational activities (using the methods described above, qualitative selection of material that contributes to the achievement of the objectives of the integrative course) and extracurricular activities (intercultural interaction, a self-dependent study of the content).

The following basic principles of an integrative approach to teaching a foreign language can be distinguished:

- the principle of cultural conformity;

- the principle of creativity;
- the principle of orientation to self-development and self-education;
- the principle of variation;
- the principle of multicultural self-determination and self-actualization of the individual;
- the principle of tolerance;
- the principle of dialogue of cultures.

Among the main goals of the integrative approach in teaching a foreign language, it seems to us essential to highlight the following:

- formation of a complete picture of the world (students deeper understand the purpose of studying subjects, realizing the connection between them, thus increasing the motivation to the learning process);
- the formation of new skills and abilities due to the interpenetration and mutual enrichment of the system with elements of various methods (thanks to this, the possibilities of the students are expanded);
- the formation of a new type of personality, free from stereotypes and free in the choice of actions, which is essential in connection with the establishment of a personality ready for constructive intercultural communication;
- formation of a tolerant character, which at this stage of development of society is one of the priority tasks of the educational system; formation (by creating problem situations) of a creative person, ready to search for solutions in non-standard situations;
- the creation of moral values of students (the inclusion of material of a moral nature); formation of fundamental competencies (communicative, sociocultural, educational and cognitive). The result of the use of an integrative approach in teaching a foreign language is: intensification of the learning process, systematization of educational and cognitive activity, formation of critical

competencies, formation of a personality ready for effective intercultural communication, establishment of students' professional skills, comprehensive development of personality, formation of thinking variability, creation of a new type of student personality.

3.2. Benefits of integration during the lesson

The integrated lessons give the student a reasonably broad and vivid picture of the world in which he lives, the interrelation of phenomena and objects, mutual assistance, and the existence of a diverse world of material and artistic culture. The primary emphasis falls not so much on the assimilation of specific knowledge, but on the development of symbolic thinking. Integrated lessons also imply the compulsory growth of students' creative activity. It allows you to use the content of all subjects, to attract information from various fields of science, culture, art, referring to the phenomena and events of the surrounding life.

The benefits of integrated lessons are that they:

○ contribute to enhancing the motivation of learning, the formation of the cognitive interest of students, a holistic scientific picture of the world and the consideration of the phenomenon from several sides;

– not only deepen the idea of the subject, broaden their horizons, but also contribute to the formation of a diversified, harmoniously and intellectually developed personality;

– integration is a source of finding links between facts that confirm or deepen certain conclusions, the observations of students in various subjects;

– integrated lessons allow you to systematize knowledge;

– form more general educational skills, and rational skills of scholarly work;

– the integrated lessons develop the potential of the students themselves, encourage them to learn about the surrounding reality actively, to comprehend and find cause-effect relationships, to build logic, thinking, and communicative abilities. More

than usual, they contribute to the development of speech, the formation of the ability to compare, generalize, draw conclusions:

- the form of conducting integrated lessons is non-standard, fascinating;
- the use of various types of work supports the attention of students at a high level, which allows us to speak about the developing effectiveness of such lessons;
- they relieve fatigue, overstrain students due to switching to a variety of activities, dramatically increase cognitive interest, serve to develop the imagination, attention, thinking, speech and memory of schoolchildren.

Integration provides an opportunity for self-realization, self-expression, teacher's creativity, contributes to the disclosure of the abilities of his students. A combination is a source of finding new facts that confirm or deepen certain conclusions, the observations of students in various subjects.

The integrated lessons give the student a relatively broad and vivid picture of the world in which he lives, mutual assistance, and the existence of a diverse world of material and artistic culture. The primary emphasis in an integrated lesson falls not so much on the mastering of knowledge about the relationship of phenomena and objects, as on the development of symbolic thinking. Integrated experiences also imply the compulsory growth of students' creative activity. It allows you to use the content of all subjects, to attract information from various fields of science, culture, art, referring to the phenomena and events of the surrounding life.

3.3. The specific character of the English lesson

A foreign language lesson has a particular specificity that a foreign language teacher cannot ignore. Currently, the global goal of mastering a foreign language is considered to be the introduction to a different culture and participation in the dialogue of cultures. This goal is achieved through the formation of the ability to

intercultural communication. It is the teaching, organized by communicative tasks, teaching foreign language communication, using all the necessary functions and techniques for this, is a distinctive feature of a foreign language lesson.

Foreign language communication is based on the theory of speech activity. Communicative learning of a foreign language is activity-related since verbal communication is carried out through “speech activity,” which, in turn, serves to solve the problems of productive human activity in the context of “social interaction” of people communicating. The participants of communication are trying to solve real and imaginary problems of joint activities with the help of a foreign language.

The activity essence of communicative-oriented learning of a foreign language is realized in the context of a humanistic approach to learning. With this approach, real conditions are created for the active and free development of the individual.

In general terms, these conditions are followed:

- students have the opportunity to free expression of their thoughts and feelings in the process of communication;
- each participant of discussion remains in focus of attention of the others;
- participants of communication feel safe from criticism, prosecution for mistakes and punishment. With a humanistic approach to learning, the cognitive barriers characteristic of the learning process disappear, reducing the motivation of students and encouraging them to irritability (Kulnevich, S.V., 2002:195).

The humanistic approach involves learning centered on the student. It means that the teaching, or more precisely, the students interacting with each other, is the center of cognitive activity in the classroom (Passov, E.I., 2010:184).

Summarizing the above, it is necessary to emphasize the importance of interaction and cooperation of students, as well as vocal tasks for the organization of communicative learning of the language. Communicative learning includes the formation of a communicative concept, that is, an internal readiness and ability

for verbal communication, orienting students to “entering” into another cultural space. For such training is characterized primarily non-traditional forms of training.

4. Findings

In the process of identifying the possibilities of using an integrative approach in primary school, a study was organized. The basis of the study is 3 "A" Moscow school №904. The research involves 20 students. The learning bases on a modular program-a course of 8 modules (each module contains six lessons):

Module1: School days!

(students learn how to represent themselves and others, to talk about school subjects)

Module2: Family Moments!

(to teach students to name and represent family members)

Module3: All the things I like!

(to teach students to talk about food and drink, they like and dislike, food)

Module4: Come in and play!

(to teach students to call toys and say who they belong to, call items in the room)

Module5: Furry friends!

(to teach students to describe animals, to talk about what animals can and cannot do) Module6: Home, sweet home!

(teach to talk about the location of objects in the house.)

Module7: A Day Off!

(to teach students to talk about what they are doing in their free time)

Module8: Day by day!

(teach to tell about the daily routine, call the time, ask and answer, what time is it).

In the study of given modules and topics, in addition to the educational material, were used booklets with handouts (Picture Flashcards) and posters; audio cassettes / CDs and video materials containing additional visual material for better understanding

the new theme. At the end of the study, the following results were obtained:

1. Personal results of mastering the integrated program in the English language:

- the formation of the civil identity of the individual, mainly in its general cultural component; establishment of goodwill, respect, and tolerance towards other countries;
- awareness of the language, including foreign, as the primary means of communication between people;
- acquaintance with the world of international peers using the mechanisms of the foreign language being studied (through children's folklore, some samples of children's fiction, traditions, intercultural communication).

2. Meta-subject results of mastering the leading educational program:

- development of the ability to interact with others, performing different roles within the speech needs and capabilities of the younger student;
- development of student's communicative skills, the ability to choose adequate language and speech means for successfully solving an elementary communicative task;
- expansion of the general linguistic outlook of the younger student;
- development of the cognitive, emotional and volitional spheres of the younger student; formation of motivation to learn a foreign language;

3. Subject results of mastering the primary educational program:

- acquisition of initial oral and written communication skills with native speakers based on their speech capabilities and needs; learning the rules of speech and non-speech behavior;
- mastering the initial linguistic concepts necessary for mastering, at an elementary level, oral and written discourse in a foreign language, expanding the linguistic horizon.

5. Discussion

The modern learning process of teaching a foreign language at school is inevitably associated with the motives and goals that are socially and personally important for the student, specific communicative needs, spheres and situations of practical use. Practical purposes, firstly, in the development of skills and communication skills in a foreign language, and secondly, in providing knowledge of the language system, from which further self-improvement in the language is possible.

Integration in an application means merging into a single whole the content, forms, methods, principles of learning and the interpenetration of language training in general educational and cultural spheres. Integrated education is not regulated by any subject, age categories of students, or themes. It is directly related to the personal interest of the teacher to make his lesson more informative, to interest students, to contribute to the development of language erudition, to create a creative atmosphere in the teaching. With a specific preparation, an experience can be used by each teacher at any level of learning a foreign language, since the integration field is vast.

In integrated lessons, children work easily and learn with great interest extensive material. It is also important that the acquired knowledge and skills are used by younger schoolchildren in their practical activities not only in standard learning situations, but also provide an outlet for the manifestation of creativity, for the manifestation of intellectual abilities. From school practice it is known that issues requiring consideration of something from the unusual side, often put children in a dead end. And this is understandable: after all, they were not taught this. Of course, to see something in a new way, and not in the way you saw before, is not an easy task. But this can be learned by directing the learning process to the development of students' creative abilities.

The introduction of an integrated system can, with a greater degree than traditional subject teaching, contribute to the devel-

opment of a widely erudite person with a holistic worldview, the ability to systematize his knowledge independently and to approach non-traditional solutions to various problems. On the other hand, this method of teaching is desirable for teachers: it helps them to assess the abilities and knowledge of the child better, to understand it, prompts him to look for new, non-traditional forms and methods of teaching.

The work practice showed the fruitfulness of integration and revealed the prospects for further development and improvement of such an approach to learning. Each of us strives for pedagogical skills. It is achieved, in addition to thorough preparation for their lessons, deep self-analysis, studying the experience of their colleagues and introducing into their practice the most exciting and effective methods of work, and integrated learning is an example.

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THE METHOD OF PROJECTS AS AN EFFECTIVE MEANS OF TFL AT THE STAGE OF PRE-PROFILE PREPARATION OF SCHOOLCHILDREN

Elvira V. Oganyan

*Institute of foreign languages
Peoples' Friendship University of Russia, Moscow, Russia
Elya.oganyan@mail.ru*

Abstract: This article is devoted to the descriptions of projects in teaching a foreign language at the stage of pre-profile preparation of schoolchildren, which consists in shifting the emphasis from various types of exercises to the active intellectual activity of students who require possession of specific language tools for their design.

Keywords: the method of projects, the project, teaching a foreign language, the studying process, practical work, the pre-profile preparation of schoolchildren

1. Introduction

English is one of the most popular languages in the world, and much attention is paid to its training. The ability of a person to communicate with other people is one of the essential skills in life. Activation of the communicative abilities of the child, preparing him for being in society – this is the main developing goal of all language school subjects. However, when learning a foreign language, besides the goal, it is also a method. The relevance of the topic is that at present the project methodology has become widespread not only in foreign language lessons but also in other academic disciplines. The practice has shown the effectiveness of using this method in many respects. The project method is the most relevant pedagogical technology that provides a solution to the tasks set before the education. At the present stage of development of the methodology of domestic researchers, the possibilities and advantages of using the options of projects in teaching foreign languages are shown (Borisova, R.G., 2007: 31).

2. Objectives/Purpose of the study

The purpose of this article is to analyze and theoretically substantiate the method of increasing students' motivation to master English using the project method at the pre-profile preparation stage.

The purpose determines the set of tasks:

1) Summarize the main methodological and theoretical approaches to the study of the application of project methods as an effective means of increasing motivation.

2) To determine the specifics of the implementation of the project method in training students of a foreign language at the stage of pre-profile preparation of schoolchildren.

3) Determine the sequence of cognitive actions of students in the development and conduct of project activities.

The subject is the method of organizing and conducting project activities to increase the motivation of students to master the English language at the stage of pre-profile preparation of schoolchildren.

3. Methodology

The project method involves a specific set of educational and cognitive techniques that allow you to solve a particular problem as a result of the independent actions of students with the mandatory presentation of these results. If we talk about the method of projects as a pedagogical technology, then this technology involves a combination of research, search, problem methods, creative in their very essence.

The theoretical foundations of design training were investigated in the works of S.V. Abramova, V.V. Guzeeva, E.S. Zair-Beck, G.L. Ilina, I.I. Ilyasova, E.I. Kazakova, V.M. Monakhov, V.N. Stepanova, E.V. Titovoy, Yu.N. Turchaninova, A.V. Khutorskoy, N.G. Chanilova, G.P. Shchedrovitskogo, H.I. Yurtaeva.

Russian researchers V.V. Guzeev, M.V. Clarin, D.G. Levites, E.S. Polat, I.D. Chechel considers project training as a holistic technology of learning that promotes students mastering

methodological knowledge, skills and skills of self-education; as a means of developing students' abilities, research skills, social skills, etc.

The analysis of using the project method in a foreign language classroom has shown that its use is built on the basis of a systematic, personal-activity, creative-oriented approaches that ensure the construction and operation of a holistic process of student personality formation (Geykhman, L.K., 2002: 260).

The project method allows to create situations where the base is the exchange of thoughts, and the language is a means of forming and articulating these thoughts. It contains the idea of the direction of learning and cognitive activity on the result. It is achieved by solving a problem that is practically or theoretically significant for the student (Vladyko, O. A., 2007: 60).

Project activities that go beyond classrooms and schools in other educational spaces will give students the opportunity to self-identify in society through learning from their actions and communication in various communities, provide them with the ability to realize their ideas in a multifactorial information and communication space. Thus, many scientists and methodologists understand the project activity as holistic training carried out on educational and extra-curricular materials, covering the entire spectrum of pupils and the corresponding recovery.

The organization of the educational process in the framework of project activities requires the observance and implementation of some principles outlined in the modern theory of education, in particular, such as:

- 1) the principle of naturalness, i.e., the problem that students choose should not be far-fetched, but really, interest should not be artificial, but real, and so on;

- 2) the principle of awareness of students and the problems themselves, and the goals and objectives that they set for themselves, they anticipate the course of the research and its results;

3) the principle of self-activity, since the student can master the course of study in the project only through his living, i.e., through own experience;

4) the principle of visibility, which can be best realized when a child in a project activity investigates a problem not so much through books, as in real life conditions;

5) the principle of cultural conformity, when it is essential to take into account the traditions of the world outlook that exist in different cultures, and those traditions of interaction that live in a given social community (in language pedagogy, this principle, as well as the teaching method, is terminologically designated by the concept of a dialogue of cultures).

The essence of the “method of projects” in education is in such an organization of the educational process, in which students acquire knowledge and skills, experience of creative activity, emotional-value relation to reality in the process of planning and executing becoming more complex practical tasks gradually — projects that have not only cognitive, but and pragmatic value (Saltovskaya, G.N.; Martirosova, V.S., 2008: 24).

A learning project is a way of learning in which a student is convinced today that education is a force capable of transforming his life and the lives of those around him for the better.

4. Result/Findings

4.1. Organizational stage

The textbook "Spotlight 5" by V. Evans, U.Vaulina and others contain informative and cognitive material that is focused on the development of students' activity, their involvement in a creative activity.

At the end of each cycle of the textbook, there is a particular lesson “Project” in which students develop and submit their project. For example, "Become a garden detective," "Let's make the World a Better Place," etc.

Work on the project involves the creation of the most favorable conditions for the disclosure and manifestation of the

creative potential of students: develops their imagination and thinking.

In the context of working on a project, an internal motive of speaking is formed; there is a need to say something, which is dictated by the desire to take part in communication.

Work on the project is based on group interaction, which is not only a learning method but also a natural component of the educational process. The composition of the creative team is determined by criteria such as:

- a) the level of training;
- b) interpersonal skills;
- c) initiative;
- d) performance;
- d) the interests of students, etc.

Depending on the theme of the project and the interests of students, the composition of participants may vary. Concerning the quantitative composition of the group, the most successfully develop a project of a group of 3-4 people. Thus, in class 4 creative groups working on the same topic are formed.

In teaching English, the project method can be used in close contact with the curriculum. Given the high workload of students, we are developing school projects on topics that are offered by the curriculum. It should be noted that the theme of the project should not only be included in the general context of language learning but also be interesting enough for students. The choice of the issue of the project work is crucial; often it is the theme of the project that ultimately can determine the success and effectiveness of the project work as a whole.

So, for example, CMD for the 5th grade in the 2nd quarter offers the themes "Town Life" – "Life in the city," "Preposition of Place" – "Prepositions of the place," "How to get to my place" – "How to get." The theme is very close to schoolchildren; the pupils are very enthusiastic about the offer to tell about their favorite city, about their favorite corner, about their yard. So unobtrusively there is a discussion of the theme of creative works,

in the end, a generalizing theme of the project is formulated. The guys are enthusiastically starting to work on a project that we called "Welcome to Moscow!" Students with the participation of teachers discuss the content and nature of the project, its purpose. The ultimate goal of our project was to create an electronic version of the encyclopedia-guide to Moscow. Thus, the content of the project work turns out to be based on the logical continuation of the content of the textbook subject.

At the initial stage (organizational) it is essential, not only to formulate the topic and the final goal of the project, it is necessary to prepare the project, you must:

- determine the time frame (here it is required to take into account that schoolchildren are very busy at school and quickly get tired);
- consider what materials and sources students can use;
- discuss the plan for writing essays and creating illustrations;
- choose the optimal form of presentation of the results;
- draw up and address an approximate work plan.

4.2. Project implementation

Then comes the most time-consuming stage of working on a project – collecting information – accessing existing knowledge, working with various sources of information, searching for new experience, forming your own opinion and opinion on the subject of research.

It should be noted that not all students are immediately and easily involved in the work on the project. You cannot offer a job that a student cannot perform. The tasks must correspond to the individual level at which each project participant is located. It is necessary to help everyone decide on a specific topic, advise what to pay attention to and how to present their results.

It is here that the main work of English teachers with their students takes place, intermediate results are discussed, errors in the use of language units are corrected. The guys disappear fear

of the English language, they better assimilate its logical system. The work of this kind provides many opportunities to apply the completed grammatical phenomena and structures. Undoubtedly, the logical units of the English language worked out in such a situation are more reliably fixed in the student's memory.

In work on the project "Welcome to Moscow!" at the initial stages, children learn lexical and grammatical material within the textbook (see Table 1).

Table 1

Town life:	Prepositions of place:	How to get to my place:
town	in the country/a big city/a small town	to turn to the right/left
city	near	to walk along the street
square	not far from/far from	to get to the traffic lights
main	opposite	It takes you ... to get there
cinema	behind	
theatre	next to	
church	in front of	
street	in the middle of	
roadtraffic light	on the right/left	
	between, at, on, in	

They write short essays within the framework of the curriculum. Then they work on their theme about their favorite corner of Moscow. A teacher requests children some questions for writing an essay (see Table 2). It should be noted that students discuss the issues, their importance, and consistency.

Table 2

Plan
I. Introduction
1. About myself
2. About my family
3. The place I live in
II. Main body
1. Describe your favorite place in Moscow
2. How can you get to your place from The Red Square?
3. Write as much as you can about your place
III. Conclusion
1. Why do you like this place?

4.2. Presentation

At the third stage of work in the framework of project activities (presentation stage), students work on the actual technical implementation of the project. Using a computer gives the project more dynamism. The pupils themselves typing texts of their essays on computers, learn to work with text and graphics editors, improve their computer skills, master the use of electronic versions of English-Russian and Russian-English dictionaries. Students have the practical opportunity to use the knowledge and skills acquired in computer science lessons.

A significant point in the process of preparing the presentation of his essay for the children was the need to create an illustration for their theme. But not easy, but with the requirements for further computer scanning – the picture was supposed to be bright, bright and colorful. Most of the work was done in traditional ways, using colored pencils, watercolor paints or gouache.

5. Discussion

The purpose of learning a foreign language is a communicative activity of students, i.e., practical knowledge of a foreign language. The task of the teacher is to intensify the actions of each student, to create situations for their creative activity in the learning process. The use of new information technologies not only revives and diversifies the educational process but also opens up great opportunities for expanding the educational framework, undoubtedly, carries with it a substantial motivational potential and contributes to the principles of individualization of education (Shamova T.I. 2006: 384). Project activity allows students to play the role of authors, creators, increases creativity, expands not only the general outlook, but also contributes to the expansion of language knowledge.

Participation in projects increases the level of practical knowledge of English and computer, and most essential forms the skills of independent activity, initiative. In the process of project work, the responsibility lies with the student as an individual (Sokol I.A. 2008:16). The most important thing is that the child,

and not the teacher, determines what the project will contain, in what form and how it will be presented. The project is an opportunity for students to express their ideas in a convenient, creatively thought-out form.

The use of the project methodology in the English language classes, even within the school curriculum, showed that students:

- achieve good results in learning a foreign language,
- have the practical ability to apply the skills learned in computer science lessons,
- understand the need for interdisciplinary communication.

The project method is just one of the components of a learning activity that can be effectively used at various stages of learning, complementing any other techniques in the context of the variability of learning a foreign language and allowing to optimize the process of learning a foreign language. Analysis of theoretical data and practical developments in this area enables concluding the effectiveness of using the project method for the formation of sustainable motivation, as well as the creation of critical thinking skills and skills to work with information.

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**CROSS-CULTURAL COMPONENT
OF THE LINGUISTIC PERSONALITY
IN UNDERSTANDING THE SOCIO-CULTURAL REALITY**

**LINGUISTIC ASPECT OF FAMILY COMMUNICATION
IN A CHANGING WORLD
(A CASE STUDY OF HINDI SHORT STORY
“TO HELL WITH YOU, MITRO!” BY KRISHNA SOBTI)**

Anna V. Chelnokova, Ekaterina A. Kostina

*Department of Indian Philology
Saint Petersburg State University, Saint-Petersburg, Russia
ladyeng@mail.ru, e.kostina@spbu.ru*

Abstract: On the material of the story “To hell with you, Mitro!” by Krishna Sobti the authors draw the outlines of the pronominal and verbal systems of politeness in Hindi, including typical cases of subordination shift, and examine how such linguistic deviations reflect social processes.

Keywords: Hindi 2nd person pronouns, category of subordination, politeness shift, women’s writing, communication theories, extended family, Indian traditional family

1. Introduction

This work presents an attempt to analyze the communication in the Indian family, changing from traditional to the modern type, through the process of the shift in politeness degree in the story “To hell with you, Mitro!” (*Mitro Marjānī*) by Krishna Sobti. Discussing the politeness requirements in Hindi a researcher always has to limit the scope of his or her studies by a certain period, part of the Hindi speaking region, society layer etc., as there is no fixed universal norm and the rules may considerably differ. The chosen text is particularly advantageous for such studies. Firstly, it abounds in dialogues (where the category of politeness usually manifests itself most clearly); secondly, it depicts rela-

tions between numerous characters somehow connected with one traditional extended family. It means that the scope of studies is wide enough (not less than 15 different types of interacting pairs) and, at the same time, has some natural limitations. Moreover, as there are two smaller “branch” families, a researcher receives an opportunity to check the result of the analysis on the basis of different material.

Indian etiquette contains certain guidelines regulating the pronominal and verbal forms of politeness to be used by members of a traditional extended family when addressing each other under ‘normal’ conditions. These prescriptions are well-known and are usually followed by Hindi authors and Krishna Sobti herself, e.g. in her short stories like *Dādī ammā*, longer pieces of work like *Ḍār se bichuṛī* or even epic *Zindagīnāmā*. Serial deviation from these rules, which a reader may find in *Mitro marjānī*, indicates to the fact that here the author is using the shift in the forms of politeness as an artistic device, and it may be interesting to analyze this text not merely as the source of examples meant to support socio-linguistic observations, but also as a tool using which the author demonstrates the process of building up a new functional hierarchy within a traditional Indian family.

This paper will briefly describe the plot of the story and draw the outlines of the pronominal and verbal system of politeness in Hindi, including the most typical cases of the shift in forms once chosen by interlocutors. Then we will proceed to the examination of the role played by such deviations in the everyday communication within an Indian family and how these linguistic features reflect social processes in the modern Indian society.

2. Objectives

Krishna Sobti and her story “To hell with you, Mitro!” are the object of the study. Krishna Sobti (born 1925), a classic of women’s writing (Mukherjee M., 1985: 89), has always drawn an accurate portrait of a contemporary woman, reflecting changes in the perception of women in the society and women's self-

realization throughout her work. The main character of Krishna Sobti's novels is a new woman, determined to find her place in the modern life, and to fight in order to achieve her aims.

The story "To hell with you, Mitro!", which made Sobti popular in 1966, presents a striking and provocative image of a married woman trying to understand what she needs in life against the background of a traditional Indian extended family (*samnyukt parivār*).

An elderly couple, Dhanvanti and Gurudas, and their three sons with their wives lead a life of a traditional extended family. The story begins as their middle son beats his wife Mitro, accusing her of shameful promiscuity. In the presence of the whole family Mitro declares that she is suffering from dissatisfaction of her physical demands.

In the meanwhile it turns out that the family's grain trade business doesn't give any profit because the younger son, Gularilal, has appropriated most of the money, hoping to buy his wife Phulavanti some jewelry, as her marriage portion, according to the tradition, was given to the wife of his elder brother. Mitro is outraged by the behavior of Phulavanti and sells her jewelry to support the family business.

After Phulavanti's brothers take their sister away to the parental home, she spreads false rumors that she was plagued by her husband's family, and Mitro fights against the slander.

Mitro and her husband are going to visit Balo, Mitro's mother. Having learned that her daughter is unhappy with her husband, Balo pushes Mitro to unfaithfulness and arranges a date with one of her young adorers. However, at the last moment Mitro realizes that the values upheld by her mother are unacceptable for her, and wants to get back to her husband's home.

The plot of the story follows the ways of life of a young woman, reflects her search for her role in the family, the collapse and acquisition of targets in the woman's life. At least two episodes of the novel can be considered the climax: the episode

when Phulavanti and her husband leave home and the conversation between Mitro and her mother about the result of her life.

The characters belong to two opposing camps – supporters of traditional values of life and traditional outlook at the role of women in the world (Gurudas and Dhanvanti, their elder son and his wife Suhagvanti, Mitro's husband and his sister Junko) and those who try to find new values in the changing world (Mitro and her mother Balo, the youngest son and his wife, Phulavanti).

Dhanvanti is a traditional loyal Indian wife, *pativrata*, the family and the husband are the most important things in her life, "her joy and pain". She addresses to her husband only as "my master" or "the father of my children", and never calls him by name in order not to ruin his vitality. She has a clear attitude to the place of the woman in the world, about rules and regulations of family life. Dhanvanti suffers from the fact that Mitro behaves defiantly: "Our house is watched with a hundred of eyes because of the behavior of our middle daughter-in-law" (Sobti, K., 2007: 73).

The figure of Dhanvanti is opposed to the image of Mitro's mother, Balo, who did not work and lived a happy life, "she had only one concern throughout her life – how to make up and dress up, that's why her beauty has not been wiped off" (Sobti, K., 2007: 53). Having married off a daughter to a respected family, she continues indulging her whims: allows her to do nothing about the house and to make scenes to her husband, she spoils her daughter, buying her outfits and jewellery, encourages her to leave her husband's house, and tries to put her new family in a bad light.

Suhagvanti is a kind and gentle woman, she was the first Gurudas and Dhanvanti's daughter-in-law who is going to have a son, that is to perform the highest duty of the Indian woman. She feels great in the role of the wife and mother and does not want another fate, she is afraid to do anything independently. Suhagvanti criticizes Mitro's behavior and tries to calm her down,

she thinks that sometimes a woman "feels a fire burning inside, she cannot find a rest" (Sobti, K., 2007: 85).

Phulavanti is indifferent to her husband and afraid to give birth to children, pretending to be sick. The main thing for her is to pursue her own interests, she doesn't want the jewelry, which was part of her dowry, to be kept in her husband's family, and therefore drives her husband into stealing, and then brings shame on her parents-in-law's house, having escaped to her own parents. Phulavanti and Gulzarilal cannot be called a traditional Indian couple, as a woman is a leader of the family, besides, they do not treat their elders with respect, and this is the result of thoughtless neglecting of traditional foundations.

Mitro, the least traditional and the most provocative character of the novel, is the bouncy, witty beauty whose bold words and actions cause confusion in the life of the family. Mitro is full of energy, which she can't find a proper application, either drawing her attention to her family, rescuing the family business and upholding family honor, or searching love-affairs. She seems to be the embodiment of shakti, female energy, which can become destructive and should be held well in hand by a man.

At the beginning the most conservative woman of the house, Dhanvanti, condemns Mitro, teaches her to behave in the traditional family manner: "Let the men talk, and you should listen and nod", "Cover your face, as here's your father-in-law and elder brother-in-law" (Sobti, K., 2007: 32-33). However, at the very end of the story Dhanvanti sees Mitro's devotion to the family, and begins to treat her with more confidence.

It seems that Mitro's impertinence is a consequence of her internal contradictions; she's not ready to follow the old values blindly like Suhagvanti, she wants to understand, if the old values are still significant in the modern world: "Why the birth of a child from the husband is a symbol of happiness for the woman, and giving birth to a child from the other man is a shame? Despite the fact who their father is, children are happiness for the woman" (Sobti, K., 2007: 65). She does not live for the sake of personal

profit like Phulavanti and wants to be helpful for the family and society, she sacrifices, selling jewelry, performs the work of others, struggles against the bad reputation.

Mitro suffers from the lack of attention of her husband, she is ready to take care of him and to respect him according to the traditions but she wants this care to be mutual. Her husband scares her impulses: "He has got a woman, like a deep river, and he doesn't know what to do with her" (Sobti, K., 2007: 41).

The figure of Mitro stands out from other characters in the novel, it concentrates the whole course of the narrative and manifests her personality through the relations with the other characters. She is extremely extravagant, even outrageous for the preceding literary tradition of the female characters: a young wife, who is anxious for the quality of her sexual life and tells her husband about that, who neglects her house duties, does not take care about her husband but is ready to help him in the business. Mitro does not pay attention to the opinion of the society.

Each of the characters has an inherent prominent feature, and tends to be the collective image, a symbol, some kind of the allegory. Suhagvanti is a positive character, a goodness itself, Phulabanti is lazy and moody, Gulzarilal is a coward, Banwarilal, the elder son, is strong and fair. However, all these characters, except Mitro, cannot be called personalities, they are not true to life, they have their allegorical role of the perfect mother, the perfect wife, the perfect husband or the bad son, etc.

At the climax of the novel Mitro overcomes her contradictions: instead of the advice of her mother to betray her husband, she comes back to him. Mitro understands that she will never be able to change traditional notions about women's role in the society. However, she realizes that her mother's free way of life will not help her to find moral harmony: Balo "could cheat any man into giving her all his money, bewitch any man, but now has got nothing for her pains: no husband, no happiness" (Sobti K., 2007: 97). Mitro does not resign herself to the imperfections and injustices of the traditional life, but she makes a fundamental choice in

favor of traditional family values. Mitro is a woman who has escaped from the traditional framework of consciousness, but has not found new principles of life to replace old ones.

3. Methodology

Communication theory and its practical realization. The large Indian family depicted in the story by Krishna Sobti can be analyzed in accordance with the three modern communicative theories which are currently considered to be the major ones: the Role theory, the Family Systems theory and the Rules theory (Beth, A.L.P, 2006: 56).

According to the Role Theory, the roles we hold in a family dictate us a particular type of behavior formed mostly by the others' expectations (Beth, A.L.P, 2006: 57). In the Sobti's story we see that, as it was mentioned above, some characters (Gurudas and Dhanvanti, their elder son and Suhagvanti, Mitro's husband and Junko) are ready to play the family roles prescribed by the tradition but the others (Mitro, Balo, Phulavanti and her husband) find the traditional system non-functional, they struggle to build up a new modernized family and take a new, non-traditional place in it. For each of them exists an individual-level explanation why they behave the way they do – they all are trying to build up a new, functional hierarchy.

The Family Systems Theory presents family as a universal system, for which wholeness, interdependence and homeostasis are the mile-stones (Beth, A.L.P, 2006: 71). In "To hell with you, Mitro!" we find a typical extended hierarchical family, based on age and position, where people usually face privacy and compatibility issues.

The Rules Theory emphasizes rules of both verbal and non-verbal communication between family members and whether they are followed or not by some particular people in some particular situations (Beth, A.L.P, 2006: 79). This theory covers different levels of family relations, mostly functional and emotional, and shows how existing inner conflicts are being reflected in the

communication. The uses of the forms of address and second person pronouns among family members under different circumstances and within different contexts can show us the real values and attitudes within the family.

By the linguistic analysis of such forms we'll try to demonstrate how Krishna Sobti follows the main idea of the story – inevitable and hard modernization of a traditional Indian extended family – even on the linguistic level.

4. Result/Findings

4.1. Category of politeness (subordination) in Hindi

The social deixis is one of the clue characteristics of the human speech as it determines “the use of forms which reflect the status of a speaker in relation either to an addressee or to someone else referred to” (Matthews, P. H., 2007: 370). The aggregation of forms varying from the most polite (honorific) to the familiar or impolite constitutes the pronominal and verbal categories of politeness, or subordination. Both the terms used for this category are far from being perfect and do not reflect in full all the factors influencing on the choice of a particular form in a particular language, as they may differ from the true social subordination and learnt politeness to the proximity between the interlocutors or their situational attitude.

In Hindi this category is relevant for the 2nd and the 3rd person pronouns and verbs. The scope of this paper will be limited to the 2nd person only, as the manifestation of the category in the 3rd person is very tightly connected with the category of number and is influenced by some extra-communicative factors (see Kostina, E. A., 2018: 106).

For the 2nd person pronouns, the three levels (or degrees) of politeness can be observed in Hindi. Since the modern English language does not have distinct forms for the degrees of politeness, these pronouns will be glossed as “you.FAM”, “you.NEUT” and “you.HON”. Table 1 illustrates the system of the 2nd person pronouns in Hindi.

Table 1. The 2nd person pronouns in Hindi

Number of addressees	
One person	A group of people
<i>tū</i> – familiar (distant, impolite)	<i>tum</i> (<i>log</i>) – familiar or neutral
<i>tum</i> – neutral	
<i>āp</i> – honorific (distant)	<i>āp</i> (<i>log</i>) – honorific (distant)

The word *log* which means “people” is quite often (but not necessarily) added to the pronouns in order to underline their plural meaning. K. Sobti does not put this indicator after *tum* in *Mitro Marjāni* and uses the pronoun as is to denote both a person (1a) and a group of people (1b).

(1a) banvārī lāl, bahan **tumhārī** sab=se choṭī hai, par...
 Banvarilal sister **your.NEUT** all=from little is but
 “Banvarilal, your sister is the youngest of all, but...” (Sobti, K., 2017: 1004).

(1b) mere bhāiyo! **tumhārī** abhāgī bahan... dukhī hai
 my brothers **your.NEUT** miserable sister... sad is
 “My brothers! Your miserable sister is sad” (Sobti, K., 2017: 1059).

Since both the intimate and the neutral attitude to a group of people result in usage of *tum*, this research will be limited to the cases of one-on-one conversations.

The three 2nd person pronouns correspond with particular verbal forms, which are distinguishable in most tenses and moods, except for the purely participial or impersonal forms, such as *tum/āp āe* (*the*) “You came”, *tum/āp āte* (*the*) “You would come (in the past)”. Native speakers of Hindi usually follow the rules of correspondence between the pronoun and the verb and do not mix them in normal speech; however, both literary texts and observation of the everyday speech habits of Indians demonstrate the existence of a hybrid combination of the polite pronoun with the neutral verbal form, e.g. *āp āte ho* “You.HON come.NEUT”. Such combinations have been analyzed by Dhanesh K. Jain (Jain,

Dh.K., 1969: 91) and indicate to the emergence of a new, neutral-honorific grammeme, brought to life by the changing social circumstances.

In the Imperative mood, which is the main field of manifestation of the verbal category of politeness, the three-fold system is further extended by the infinitive ending in *-nā*, used with both *tū* and *tum*, and the extremely polite form in *-i(y)egā*, corresponding with *āp*. These forms are often referred to as the “Future Imperative”, since they tend to be used to denote the so called “pending order” (Hindi *dūr ājñā*). However, this is not always the case, as they may also substitute the imperatives for the reasons of style, chosen speech pattern, or a speaker’s personal attitude and perception of the situation (see Kostina, E.A., 2018: 262). Table 2 demonstrates the forms of Imperative in Hindi.

Table 2. Hindi Imperative Forms

Degree of politeness	Present Imperative	“Future” Imperative
<i>tū</i>	<i>ā-Ø</i>	<i>ā-nā</i>
<i>tum</i>	<i>ā-o</i>	
<i>āp</i>	<i>ā-i(y)e</i>	<i>ā-i(y)e-g-ā</i>

The form in *-i(y)egā* does not occur in *Mitro Marjānī*; the imperative infinitives can be seen quite often, but as the infinitive is used with both *tū* and *tum*, the shift from the “normal” imperative to the infinitive imperative will not be examined here.

The terms “familiar”, “neutral” and “polite”, used above to describe the meanings of the pronominal and verbal forms, are quite conventional. There are no fixed rules prescribing the usage of one or another degree, since the choice may be determined by multiple factors, such as the age and the social and educational background of the speakers, their place of origin, mutual relationships and presence of other people, their character and speech habits, as well as their mood at the time of conversation (see Jain, Dh. K., 1969: 89-96, Misra, K.S., 1977).

However, it is usually possible to draw the general outlines valid for particular communicational situation. In general, for a traditional extended family of people with a moderate to low level of education as the one we encounter with in *Mitro Marjānī*, the typical subordination will be as follows:

Within one generation:

- *tū-tū* between relatives and in-laws of one sex;
- *tum-tum* between relatives and in-laws of different sexes.

The subordination system applied to dialogues between a husband and a wife can differ from a family to a family. This can be *tū-āp*, *tū-tum*, *tum-tum* or *tū-tū* depending on the context.

Between generations:

Older people will usually address their younger interlocutors using *tū* and will receive *tum*.

The pronoun *āp* rarely occurs in texts depicting life in villages and small towns; its usage would be restricted to the strangers, officials, teachers, more educated people etc.

Even though personal attitude and certain circumstances may influence upon this scheme, it is followed by many writers beginning from Munshi Premchand (see Misra, K. S., 1977). The shift in the degree of politeness is not a rare case for Hindi, and is quite often used in fiction as a means of linguistic characteristics of a person or relations between people. The preliminary classification of the most common cases of subordination shift can be developed as follows.

1. A single long-time shift, marking a considerable change in relations between the communicants. It takes place when children grow up, people get to know each other better, make friends (or enemies) etc. The shift can be spontaneous or well-considered, mutual or one-sided. A person may even insist on the change of the politeness degree, if he or she feels that the new features of their relations require such a shift. Since a constant shift is made, it usually implies changing of both the pronoun (in all the forms) and the verb.

2. A single temporary shift or a series of deliberated temporary shifts triggered by the circumstances. It occurs when speakers switch to a more distant form in the presence of strangers or in an etiquette situation (e.g. a husband and wife at home / at work). The communicants usually return to their common degree of politeness when the extraordinary situation finishes.

3. A short-time deliberated shift resulting from the change in the speaker's attitude. It may be ironical (e.g. usage of *āp* for children), indicate the speaker's intention to flatter or, on the contrary, to play a joke on the other party or insult him or her.

4. Regular spontaneous shifts. This type of shift results from the instability or uncertainty in relations between the communicants. It is unstable and often inconsistent; sometimes only verbal forms change while the more "conservative" pronoun remains unchanged. Example of such "partial" shift can be found in abundance in another work by Krishna Sobti – the story "Listen, girl" (*Ai laṛkī*), see Example (2):

(2) yah to **batā**, **tum** bhī yahā=se kyō na **hīlī**
 this but **tell.FAM** **you.NEUT** also here=from why not **move.FAM**
 "But tell me, why haven't you also moved from here?" (Sobti, K., 2008: 29).

Partial shift should be distinguished from the regular manifestation of the neutral-honorific degree of politeness "*āp ho*" mentioned above. In "To hell with you, Mitro!" Gulzari Lal addresses his mother-in-law in this form (3):

(3)
 mujhe bhūkh nahī, bhābo jī, **āp** caukā-culhā **samē=lo**
 me hunger no Bhabo HON **you.HON** kitchen **wind up.IPV.NEUT**
 "I am not hungry, Bhabo ji; you can wind up the kitchen" (Sobti, K., 2017: 1490)

4.2. Politeness shift in “To hell with you, Mitro!”

Keeping in mind that the main theme of *Mitro marjānī* is the modernization of a traditional Indian family, one can notice that from the outside, the family is absolutely stable and normal; however, inside it demonstrates contradictions on different levels: functional, emotional and communicative. Building of a new functional hierarchy in the family becomes inevitable as some characters of the story, led by the female protagonist Mitro, attempt to serve their own interests and handle private problems, leaving the common interests of the family aside. This catalyzes changes in traditional roles of family members, and, eventually, leads to the subordination shifts.

In a number of cases the shift results from the contradiction between an etiquette situation and the day-to day communication. Etiquette situations (situations when social roles are taken into consideration by both communicants) always stay in sharp contrast with ordinary ones. Quite often people at the beginning of an episode realize their traditional roles and follow traditional rules but then move to the ordinary communication model and make a linguistic shift from a more polite or distant form required by the etiquette to the familiar or intimate *tū* form.

This can be best of all illustrated by the dialogues between Dhanvanti and Gurudas. The wife here never shifts from the conventional *tum* whatever the situation and her attitude are (4a). She does not use *tū* to address her husband; instead, she uses *āp* in an ironical meaning (as if admitting how much her husband has done for her) (4b).

(4a)

is umr kam-se-kam **tum** to merā sāth **diyā=karo**
 this age at least **you.NEUT** TOP my support **give.IPV.NEUT**
 “In this age you should at least support me” (Sobti, K., 2017: 1315).

(4b) **āpkā** diyā-kiyā bahut=kuch is jholī=mẽ...
your.HON given-done much this bag=in
 “There is much given by you in this bag...” (Sobti, K., 2017: 123).

Gurudas, in his turn, is uncertain of the form he should use addressing his wife. He often begins the dialogue with the neutral *tum* which reflects her status as an elderly lady and the ruler of the feminine part of the house, but then, on becoming emotional, he switches to *tū*.

(5a)
 bahū-beṭō=mẽ **tum** aisī ḍubī **ho...**
 daughter-in-law-sons=in **you.NEUT** so.F drowned **be.PRES.2.NEUT**
 “You are so drowned in the problems of your in-laws and sons...”
 (Sobti, K., 2017: 687)

(5b)
 bāt=ko baṛī banākar kahne=kī **terī** purānī ādat hai
 matter=ACC big having made speaking=GEN **your.FAM** old habit is
 “It is your old habit to exaggerate everything” (Sobti, K., 2017: 697).

(5c)
 sīkh na **de**, bhalīmānas, laṛke=ko āvāz **de**
 Lesson not **give.IPV.FAM** good willed son=ACC voice **give.IPV.FAM**
 “Don’t teach me lessons, the good willed one, call up your son” (Sobti, K., 2017: 707)

Analyzing the use of subordination shift one can find that some family roles are more flexible than the others. E.g., there is almost no shift in the communication between father and sons. This fact indicates that the functional aspect of traditional family roles in this case is stable.

On the contrary, it is even hard to identify from the text which form of address should be considered to be a norm in the case of communication between the daughters-in-law. They have unstable social relations with each other and in every new episode

are trying to build-up a new individual hierarchical system, struggle to obtain a role they would like to play in a particular situation.

In conversations between Suhagvanti and Mitro one can find all the four possible combinations. When they merely exchange minor insults, they will use *tū – tū* (6a), (6b), but when Mitro marks the border between her and Suhagvanti, she switches to a more distant *tum*, and so does Suhagvanti (6c), (6d).

(6a)

mitro=ne āvāz dī tuk ākhē **khol**, idhar to **nirakh**
 Mitro=ERGvoice gave a biteyes **open.IPV.FAM**here TOP **look.IPV.FAM**
 “Mitro has given voice, ‘Open your eyes a bit, look here’” (Sobti K., 2017: 281).

(6b)

devrānī, **terī** kismat burī thī jo **tū** āj in
 Devrani **your.FAM** fate bad was as **you.FAM** today these
 bhāiyō=ke hāthō bac=niklī
 brothers’ hands escaped
 “Oh younger sister-in-law, your fate was bad today as you escaped from the hands of these two brothers” (Sobti K., 2017: 281).

(6c)

ab **tumhī** **batāo**, jīthānī, **tum**-jaisā sat-bal
 now **you.NEUT.EMPH** **tell.IPV.2.NEUT** jīthani **you. NEUT-alike** saint-power
 kahā=se pāū-lāū?
 where=from should I obtain
 “Now you tell me, Jithani, where from should I obtain a saint-power like that of yours?” (Sobti K., 2017: 318)

(6d)

devrānī, in bhale lokō=ko bhūlāvā de **tumhārī**
 devrani these good people=DAT misguidance having done **your.NEUT**
 mā=ne acchā nahī kiyā
 mother=ERG well not done
 “Devrani, your mother didn’t do well having misguided these good people” (Sobti K., 2017: 318).

In another conversation Suhagvanti teaches Mitro how to behave in the presence of the older male relatives and the relations between them are now asymmetrical. Mitro addresses her Jithani with *tum* (7b), Suhag shifts from the initial *tum* (7a) to the patronizing *tū* (7c):

(7a)

mitro bahan, (...) **tumhẽ** bāpū=ne bulāyā hai!
 Mitro sister (...) **you.NEUT.ACC** father=ERG has called
 “Sister Mitro, father has called you” (Sobti K., 2017: 562).

(7b)

 yah to **kaho,** jīthānī...
 this TOP **tell.IPV.NEUT** Jithani
 “Oh Jithani, tell me this...” (Sobti K., 2017: 572)

(7c)

bahanā, **tere** jēṭh-sasur jabar gusse=mẽ hāi
 sister **your.FAM** brother-in-law father-in-law strong anger=in are
 “Oh sister, your elder brother-in-law and father-in-law are very angry”
 (Sobti, K., 2017: 572)

Sometimes Mitro (8a) and Suhag (8b) are so uncertain of their positions that they shift between the verbal forms corresponding with *tū* and *tum* within one sentence. Here the shift may be catalyzed not by the situation itself, but by the emotional state of the interlocutors.

(8a)

arī, **khā-pī,** mauj **karo!**
 hey **eat-drink.IPV.FAM** entertainment **do.IPV.NEUT**
 “Hey, eat and drink, entertain yourself!” (Sobti K., 2017: 1547).

(8b)

bahū=ko apne ultē sabak na **do (...)**
 Bahu=acc own reverse lesson not **do.IPV.NEUT**
 bahanā, mujhe māfi **de.**

sister me excuse **give.IPV.FAM**

“Don’t teach your evil lessons to the sister-in-law (...) Excuse me, sister” (Sobti, K., 2017: 1034)

In conversations with the younger sister-in-law, Phulavanti, Mitro prefers using *tū* (9a). However, she may shift to *tum* ironically, when praising her feigningly or pretending that Phula’s words are very serious (9b).

(9a)

phulāvanti, is kaccī umr **tū** kaise-kaise rog lagā baiṭhī
Phulavanti this young age **you.FAM** what-what illness developed
“Phulavanti, what illnesses have you developed at this young age?”
(Sobti, K., 2017: 391)

(9b)

dharkī? kyā kahtī=**ho**, devrānī?
throb what **say.PRES.2.NEUT.F** Devrani
“Throb? What are you saying, Devrani?” (Sobti, K., 2017: 391)

Finally, subordination shift in case of communicants with stable social roles can indicate the move from functional communication within traditional family roles to the communication on the personal level.

While usually a daughter will address her mother using *tum*, Mitro suddenly shifts to the impolite form in the conversation with her mother, whom she now perceives not as a mother, but as a competitor (10a). In the last conversation Mitro shifts from *tum* to *tū* several times. First she feels pity for her mother and treats her as a little baby (*tū*), then, concluding the conversation she tries to rebuild the subordination system (*tum*), but finally the daughter sees her mother as a witch who attempts to harm her and switches to *tū* once again (10b):

(10a)

tumhāre jamāi=se acchā-burā bāṭne=kā merā to ṭhekā hī
your.NEUT Jamai=with good-bad shar- my TOP right EMPH
ing=gen

ṭhaharā bībo, par āj **tū** hī khuṣī **kar=le!**
remained bibo but today **you.FAM** EMPH happiness **do.IPV.FAM**

“You know, it is my right to share good and bad times with your son-in-law, but now you can amuse yourself” (Sobti, K., 2017: 1743).

(10b)

tū siddh-bhairō=kī celī
you.FAM wicked wizards=GEN disciple

“You, a disciple of wicked wizards” (Sobti, K., 2017: 1893).

5. Conclusion

On the basis of the examination of linguistic aspects of communication in the story “To hell with you, Mitro!” the authors arrived at the following conclusions.

1. The main idea of the story, i.e. the painful process of modernization of a traditional family, expresses on the functional, emotional and communicational level.

2. Applying the Rules theory of communication it becomes possible to analyze whether the pronominal and verbal forms applied in the story correspond with the existing etiquette prescriptions as well as why and how these rules may be violated.

3. Although the examined story winds around a visibly traditional hierarchy, the text abounds in pronominal and verbal shifts, i.e. replacement of one degree of politeness by another. These shifts cannot be considered coincidental or resulting from the author’s ignorance since in other works on similar topics Krishna Sobti follows the rules of politeness quite strictly.

5. Analysis of the text examples demonstrate that the majority of the shifts in politeness degree serve the purpose of developing the main theme of the story, i.e. demonstration of the gradual corruption of the hierarchic family structure under the strokes of the new powers. The shifts mark contradictions between etiquette

situations and the day-to day communication, indicate to flexibility of some family roles or to the move from functional communication within traditional family roles to the communication on the personal level.

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GENDER MARKERS IN A DIDACTICALLY ORIENTED SPEECH ACT IN ENGLISH

Elena V. Yakovleva¹, Ruben V. Agadzhanyan²

*¹ Department for Theory and Practice of English
Institute of Foreign Languages
Russian University of Peoples' Friendship, Moscow, Russia
elxs@mail.ru*

*² State-funded budget educational institution of Moscow city
School No.166, Moscow, Russia
ce3ar2006@yandex.ru*

Abstract: The article focuses on the manifestation of the phenomenon of gender and its markers as found in didactically oriented speech acts. The findings discussed reflect a sample study of modern International Certificate materials in English with reference to gender characteristics as revealed therein.

Keywords: Gender markers, didactic speech acts, effectiveness, male discourse, female discourse

1. Introduction

Though the category of gender has a long tradition of grammar study it remains the focus of modern academic interest for those mastering English as a second language (McDowell, L., 2015; Ladegaard, H., 2011; Franceschina, F., 2005; Sabourin, L., 2003; Dewaele, J.-M., Véronique, D., 2001; Bartning, I., 2000; Bruhn de Garavito J. & White L., 2000). An in-depth study has proven the validity of the thesis regarding mutual compatibility/incompatibility of speaker's L1 and L2 as a reliable factor governing similar/different representation of gender characteristics in the material.

The majority of editions of TOEFL materials are aimed at those who master English as a second language, many of them as adult learners. Some of the authors mention the so called *critical period* hypothesis, according to which the learner may be influenced by the maturational constraints on those grammatical fea-

tures which are not part of the speaker's L1 (Hawkins R. & Chan C.Y.H., 1997).

In the process of acquiring the second language learners may face positive or negative gender acquisition (Herschensohn J. (2009) and Hopp H. (2010)). The literature on the subject notes that an L1 that already has a gender system can prepare the ground for gender in the L2, even more so if the first language is similar to the second (Foucart A. & Frenck-Mestre C. (2011); Sabourin, L., Stowe, L. & de Hann J. (2006)). However, negative gender acquisition manifests itself when learners attempt to process L2 in terms of L1, arriving at the wrong results where the systems differ (Ganushchak, L., Verdonschot, R., & Schiller, N., 2011; Sabourin, L. & Stowe, L., 2008; Tokowicz, N. & MacWhinney, B., 2005).

When it comes to professional training of interpreters and the full range of sociocultural competences to be formed in the process, the mechanism of transfer from the first to the second language appear to tell on the average success in gender acquisition. The research has proven transfer effects can be positive, if the gender system of L1 lays the foundation for the counterpart system of L2, or negative, if the learner fails to rely on the system of L1, it being different from the target L2 system, the latter proving impossible to proceed on the basis of the former.

2. Purpose of the study

It follows from what has just been said that cross-culturally involved process of L2 acquisition involves the creation of didactic materials that would adequately reflect gender characteristics revealed by modern communicative acts in English. These materials, be them texts, recordings or scripts, naturally find their way into the didactic materials targeting the broadest readership of L2 learners. The purpose of the study is to lay the groundwork for further research of gender markers as present in didactically oriented speech acts in English.

3. Methodology

Since speech events in didactic register are expected to be transparent in terms of their content plane and be marked by high level of effectiveness in so far as their structure and format characteristics, both of the whole piece and of its constituent parts, features of speech manipulation come to the fore. Thus, within the format of the present publication it is the latter feature that is taken into consideration and followed on the basis of the material of effective speech events in the above mentioned didactic register.

The literature on the subject (Gronskaya, N., 2005; Kucherenko, K., 2013; Bocharova, E., 2013) deals with cases of speech manipulation found in sample materials created in different national languages in such a way that a variety of stylistically marked registers and forms of speech appear to be manifested by them. As it has been mentioned above, the results of the present research focus of gender characteristics of modern English speaking didactic speech events appearing in professional sources in the format of texts and scripts.

4. Findings

What has been said about is true of TOEFL International Certificate materials. Thus, we allow ourselves to take into analysis texts of those assignments which introduce materials in the format of gender-marked scripts – where it is plainly said which words are pronounced by the male speaker and which by the female speaker. In what follows we are offering excerpts from two passages from male and female lecture scripts correspondingly, which became parts of the Reading Section in the cited didactic source (<https://magoosh.com/toefl/2015/toefl-reading-sample-pdf/>: 5, p. 20, 22). The users are encouraged to acquaint themselves with these materials and answers the questions adduced below. Even a cursory glance reveals the fact that both texts are structured and arranged both lexically and phonologically differently. Our hypothesis being that the above mentioned features of

difference are gender related, as their manifestation correlates with the indication «male professor» / «female professor».

Fig. 1 Gender marked TOEFL texts

Male professor introducing his colleagues Professor Jones and the method and the method he used in his academic research. • I think this will help you • your textbook is describing • I had a friend • he retired last year... • I remember . . . this was a few years ago . . . • I remember passing by a classroom • just as he was leaving • he looked terrible • his clothes were all rumpled • he looked like he hadn't slept all night • I asked if he was OK • I was surprised • he said that he never felt better • he was totally happy • He had spent the entire night in the classroom • <u>He didn't stop to eat dinner</u> • <u>he didn't stop to sleep . . . or even rest</u> • He was that involved in solving the puzzle • his teaching or research • he had just come across this puzzle • I think in a mathematics journal • it just really interested him • he worked furiously all night	Female professor lecturing on the method chimpanzees learnt to use sticks as tools. • animals that <u>use tools</u> • other animals <u>use tools</u> as well • can we say that <u>an object is a tool</u> • it depends on your <u>definition of a tool</u> • a tool is an object • but not just any <u>object</u> • <u>To be a tool...</u> • the <u>object's</u> gotta be purposefully changed • Wild chimpanzees use <u>sticks</u> to dig insects • but most <u>sticks</u> lying around won't do the job . . . • the <u>sticks</u> have to be sharpened • chews the <u>stick</u> and trims it down • doesn't just find the <u>stick</u> . . . • you could say it makes it in a way • an <u>object</u> doesn't have to be modified to be considered a tool • a tool is any <u>object</u> that's used to perform a specific task
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Fig. 2 Gender marked TOEFL texts: optimized analysis results

MARKERS	TYPOGRAPHIC MEANS USED	MALE SPEAKER	FEMALE SPEAKER
Pronominal subjectivisation: - first person - second person - third person	Blackening	7 0 15	1 2 0
Lexical repetition	Underlining	1	19

In what follows we would like to introduce one more example of a similar didactically oriented material – a sample script from TOEFL examination materials (TOEFL 2015, CD A, Track 9, Track 10 in Cliffs test prep. p. 392-394) meant for the Listening Section. Here again a clear indication of the gender characteristics of the speaker is made.

Fig. 3 Gender marked TOEFL scripts

Man—speaker introducing the author Steven Crane and his literary method. • we continue our discussion • two <i>extremely important</i> works • He lived only until age 28 • <i>well respected</i> as <u>many more</u> prolific authors • with <u>many more</u> years of experience • for his ability • in a <i>unique</i> manner • he wasted his genius by living hard • including <u>too many</u> unhealthy ones • He seemed to believe • he had to experience • what he wrote about • He risked his life • He described himself as lazy • he wrote only when he had to • He was driven to write, he said • When the muse hit him • he would rapidly <u>write</u> an entire story	Woman-speaker introducing termites and the features of their habitat. • they're actually not closely related to ants • is <i>very similar</i> to that of ants • their native habitats • They are transported in wooden articles • and thus <i>can survive</i> for a long time • <u>because they help convert plant cellulose into substances</u> • <i>can be recycled</i> into the ecosystem • <i>very destructive</i> • <u>they feed upon and damage wooden objects and crops</u> • are even <i>more dangerous</i> • <u>because they're not as able to eat the trees</u> • that grow in their new environment • <u>Therefore, they live in and eat man-made wooden structures and crops</u> • <u>because treatment methods differ</u>
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• <u>he would use</u> with something else in the future • he wrote a story about a sea voyage • he experienced the shipwreck • <u>because no magazine would take it.</u> • shipwreck he <u>actually experienced</u> • <u>actual facts</u> • to describe his experience after the shipwreck • None of them knew the colour of the sky • gave him immediate fame • after the war about which he wrote • <u>because the description is so realistic</u> • The short stories that <u>you'll read</u> • <u>Look</u> for symbolism and realism • <u>We will discuss them in more detail</u>	• nest in the wood and eat it • They are difficult to control • <u>because they enter the wood from the air</u> • Some protection <i>can be achieved</i> by using chemically treated wood
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Fig. 4 Gender marked TOEFL scripts: optimized analysis results

MARKERS	TYPOGRAPHIC MEANS USED	MALE SPEAKER	FEMALE SPEAKER
Pronominal subjectivisation	Blackening	23	11
Past habits/states modality	Wavy underlining	3	0
Objectivised probability	Blackened italicizing	1	4
Graded qualitative assessment	Italicizing	4	3
Repetitive assessment	Underlining	5	0
Imperative assessment	Double underlining	2	0
Rhematic indication of reason and result	Spaced underlining	2	6

5. Discussion

As could be seen the material studied is presented by two sample issues: two texts (Fig. 1) and two scripts (Fig. 3). Concerning the texts we have got to say that both passages are lecture episodes in which the speaker introduces the facts and gives their interpretation in terms of these facts' didactic relevance. In the left hand passage recommended to the learners by the subtitle Male professor we find a sample of subjective first-person narration, as the speaker shares his impression of an encounter with a colleague, an academician completely deeply fascinated by his research. The speaker lays stress on the fact that when the subject appears in the very center of a person's individual interest it is devoted the unlimited amount of time and every effort intellectual and emotional, none of which can be subjected to formal structuring and limitation. In terms of lexical arrangement this passage is rich in the use of first-person personal pronouns in the nominative case (7) and abounds in third-person pronouns in the nominative case (15). Though possessive pronouns of the third-person singular are used twice and there are singular cases of the use of second-person personal pronouns, their use does not attract the attention the way the above mentioned forms «I» and «he» do. In the adduced sample texts these pronouns are blackened. The general impression is that the speaker deliberately exceeds the number of personal pronouns in order to accentuate his closeness to the character thus allowing himself the use of a certain manipulative technique – the Male speaker insists that the type of selfless and whole heartedly devoted behavior characteristic of the personage discussed is fully ethical and desirable in every member of the audience. The device of lexical repetition is adhered to only once. This case is underlined in the text.

The text published on the right hand side of the page is subtitled Female professor. In this case the speaker is commenting at length on the terminological unit «tool» and gives examples of how chimpanzees use different sticks in order to turn them into tools. By comparison with the first passage almost complete ab-

sence of the pronouns of the first person singular in the nominative case and possessive pronouns of the second person are found. The few cases that are there (3), are blackened. The general impression is that the speaker deliberately aims at introducing the information in the general way as if distancing from it. At the same time the speaker does not establish close links with the audience and gives the latter the chance to independently visualize the characteristics of the situation described. One may think that the fact of manipulation is absent from this text. However, this is not exactly so. The statement abounds in lexical repetitions which were not found in the sample belonging to the Male speaker. In the Female presentation the lexical unit «tool» is used 6 times, «object» -- 6 times, «stick» -- 5 times. These items appear the core of multiple structural repetitions. In the texts they are underlined. The speaker, Female professor, seems to be leading the audiences along the maze of her narration to the logical conclusion – the definition the term «tool».

By way of making a preliminary conclusion it could be noted that gender characteristics of the speaker tell on the choice of logical notional constructions of the utterance as well as on the choice of lexical units at the expense of which the effectiveness of speech event is ensured. Since the examples adduced are recommended as part of language training program in view of taking TOEFL International Certificate examination, the target audience is expected to relate itself to the above mentioned gender related characteristics of the material as part of communicative competence and practical knowledge of English as the language of international communication.

With reference to the above adduced examples of scripts and their optimized characteristics (See: Fig. 4) we would like to offer the following commentary. The analyzed scripts are introduced as reflecting male and female speech. This means that in the TOEFL assignments the recordings of these very sample passages are meant to be listened to, fully understood and adequately reacted to by the target audience. In the course of the process the

users of the TOEFL materials would be naturally associating the recorded passages not only with the subject discussed and the professional qualification of the authoritative speakers – college professors, but also with the gender parameters of the material, evidently present in the recording and as such reflected by the script.

On the practical side, it is important to realize that social context is relevant in second language recognition and fluent use. The literature on the subject reveals the interest of the scholars in the fact that if a woman teacher unconsciously teaches 'women's language' to her male students, they may be in difficulties when they try to function in another country. Language learning thus goes beyond phonology, syntax, and semantics: but it takes a perceptive teacher to notice the pitfalls and identify them correctly for students (Lakoff, R., 1973: 76).

Thus, by comparison with the first example the number of gender markers that we have taken into account grows for a good reason. Since the target audience is set the task of assessing the idea of the narrative after listening to the recording, a greater number of individual, hypothetically, gender characteristics of the material catch their ear. Eventually, the number of markers we managed to single out grew from 2 in the first example (See: Fig. 1) to 7 in the second example (See: Fig. 2).

As has been proven by the linguistic research of the recent decades, gender characteristics are revealed by materials/texts/scripts/speech events belonging to every sphere of human activity (Skoroletova, N., 2010). These very features of gender nature are revealed in various situations of didactic intercourse. The material analysed shows that a speaker tends to reveal gender features in the following characteristics of the speech event: 1) the utterance's logical structure; 2) the characteristics of the utterance's lexical arrangement; 3) features of phonological level on analysis. Thus, didactic materials enjoying international recognition and being recommended to the broadest readership of all those eager to acquire or brush up English as a language of

international communication, reveal gender characteristics which, as our analysis has proven, cater to the full realization in these materials the category of effectiveness.

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INTRODUCING LEXICAL ELEMENTS OF KOREAN CULTURE (LEXICAL GROUP FOOD) IN THE ENGLISH TRANSLATION OF HAN KANG'S NOVEL "THE VEGETARIAN"

Elvira I. Myachinskaya, Maria Ivanova

¹ *Department of English Language and Cultural Studies
St Petersburg State University, St. Petersburg, Russia
e.myachinskaya@spbu.ru, mmaryyum@gmail.com*

Abstract: The Korean government's policy is to promote Korean culture and literature. The article describes factors that stimulate penetration of Korean cultural elements into British cultural space and, in particular, studies the role of the English translation of a famous novel in introducing Korean lexis to English readership.

Keywords: inter-cultural communication, Korean food lexis, English translation, culture introducing factors

1. Introduction

Intercultural communication always develops based on a certain socio-political situation, which dictates the nature of communication, such as, for example, direct physical contacts, or influence of a more powerful or (economically) developed culture. In the case of British-Korean communication, important is its distant, non-contact character. The two countries are not only geographically remote from each other, but also, there are dissimilar in the type of their culture, language, and race. Objectively speaking, they could easily exist without any communication, which, of course, is hardly possible in the world of globalism. With the predominance of Anglo-Saxon culture and the English

language all over the world, contacts with the Korean side are non-symmetrical: the Korean authorities are actively promoting Korean culture, while the British side needs no special measures for promotion. The present article describes the communication situation and analyzes the role of literary translation in the introduction of Korean linguistic elements in the English-speaking cultural space. The importance of translation in this aspect is stated by N. Boldyrev, “The translation is a cross-cultural interpretation of the original text which aims as conceptual adaptation of described events and their judgements to the recipient culture” (Boldyrev, N.N., 2018: 37).

2. Objectives/Purpose of the study

The purpose of the study is to acquaint the reader with different factors facilitating the two-culture contact, analyze their transitory effect; explain why the word group “food” is chosen as relevant for the study; identify the methods that the translator chooses in interpreting food-related items in the text; and place the Korean food lexis in the context of English-speaking culture.

3. Methodology and sub headings

This study covers four distinct areas of analysis: 1) Managerial policy of Korean authorities aimed at the spread of Korean literature through translations into English; 2) success of Han Kang’s novel “The Vegetarian” in the English translation of Deborah Smith; the outstanding literary merit of the novel; the plot; 3) the British media laudatory reaction to the novel; 4) the lexical group “food” in the context of the novel; its functional load and the role of the translator in its introduction to English culture.

Each section requires its own methods of investigation: 1) reviewing English and Korean mass media publications; 2) literary critique of the novel’s structure, ideas, characters; 3) discourse analysis of English-language critical reviews of the

novel; 4) contextual and functional analysis of the group of words in the text of the novel.

4. Result/Findings

The complex multi-stage analysis of the translation of the novel “The Vegetarian” shows that cross-cultural impact should be viewed in a wider general context. Linguistic lexical items best of all get into a receiving culture or even borrowed in the receiving language on a welcoming wave, on the strength of supportive preparatory acts and actions. In the case of Korean-into-English introduction of cultural components, effective support comes from: a) the versatile Korean technological advancement in European countries; b) state institutions and funds promoting translation activity from Korean to other languages, mainly English; c) the success of the novel “The Vegetarian” in the English translation as a 2016 Man Booker International Prize winner; d) outstanding literary qualities of the novel; e) a chorus of praise from British literary critics; f) the importance of the “food” word group for the plot of the novel. Each of these factors is already a way of communication from culture to culture; as it is, acting together, they increase the impact.

The ultimate result of cross-cultural effect on the receiving language is borrowing of foreign lexemes into its vocabulary. There are several stages in the borrowing process, too. Now, we witness only initial stages, i.e. introduction of the lexis through the translated text, and introduction of its meaning and value to an English-speaking readership. The final “penetration” phase may or may not come; other extra-linguistic circumstances will have to facilitate it but the starting point is the translator’s representation and interpretation of the word group under study.

The translator had several translation methods in rendering and interpreting food words at her disposal and she has used each of them in varying degrees. Transliteration, naturally expected in a text like this, is used very carefully, for a good reason: a long list of unknown names of foreign dishes might produce an effect

of a menu in a Korean restaurant. Instead, the translator, Deborah Smith prefers giving a description and explanation of the dish or merely an English dictionary equivalent. In the context of the novel, it is important to give an impression of abundance of meat food opposed to scarcity of vegetarian food, which the translator manages to convey.

5. Discussion

5.1. Promotional state policy

Technological development of South Korea has long been accepted in the world, but the humanitarian aspect came into focus only in the late 1990s, cf. K-pop, K-drama or K-beauty. Korean president Kim Dae-jung, a Nobel Peace Prize recipient, a democratizer of his country saw a future economic potential of his country in the promotion of culture; he ordered to pay special attention to all industries of culture, which has drastically changed the cultural climate. On the initiative of the Ministry of Culture, Sports and Tourism the Korean Literature Translation Institute (LTI Korea) was founded in 2001. LTI Korea today is the most active agent in popularizing and promoting translation of Korean literature and disseminating literary translations in foreign, mostly English-speaking, countries (LTI Korea, 2016). The LTI Korea program includes various activities for authors, translators and publishers engaged in bringing Korean literary production to foreign markets. Also, LTI Korea organized educational programs, such as Translation Academy (2008), which had prepared over a thousand of literary translators by the end of 2017 (LTI Korea, 2018). However, the most important and fruitful LTI Korea project is offering grants to translators, who have a contract with a foreign publisher to translate a Korean book into world languages, preferably English (LTI Korea, 2016). The success of the project is difficult to overestimate.

5.2. Man Booker International Prize for Han Kang's "The Vegetarian", translated by Deborah Smith – a serious promotional factor

In 2014 South Korea was announced The London Book Fair Market Focus; popular media lists Korean authors worth reading; Korean names appear in important literary prize short-lists. To top all this, the collective effort of the translator Deborah Smith and the writer Han Kang in the form of the English translation of the novel "The Vegetarian" gets the 2016 Man Booker International Prize. This is a fact of paramount importance in the propaganda of Korean literature as contemporary, serious, and intellectual. When published, the book was met with rapturous acclaim (Yun, C., 2017). The success of "The Vegetarian" is, in part, a credit for LTI Korea, at least in the aspect of attracting attention to Korean literature. In fact, the translator Deborah Smith attributes her interest and the Korean turn in her translation carrier to some functions of LTI Korea; in press interviews, she mentions scholarships, grants, invitations to the committee of The London Book Fair (Lee, Y., 2015).

The novel consists of three parts, "The Vegetarian", "Mongolian Monk", "Flaming Trees", initially published as separate stories in three South Korean literary magazines. Each story, different in style, has different narrators and a different emphasis. This paper, however, is concerned with the first part, "The Vegetarian", since it is focused very much on the theme related to the lexical group "food". The plot goes as follows: an ordinary, plain-looking very reserved young woman is married to an ordinary and rather unpleasant man. They live an ordinary well-organized routine life, which satisfies him [the narrator] perfectly as she is a good cook and housewife. Then, one day she tells him that she will not eat meat and will be a vegetarian because she "had a dream". She never tells him what was in the dream but she is quite adamant. She empties their fridge of all food reserves of meat or fish or seafood. Once, at a restaurant, where her husband's boss invited the couple to dinner together with other

guests and twelve magnificent dishes were served, she ate nothing but salad and a little bit of pumpkin porridge, causing uneasiness at the table. After that incident, the husband told his in-laws that his wife had stopped eating meat, hoping they would persuade her to change her eating habits. The whole family is ashamed of the woman. The husband takes her to visit her parents in the hope they might affect her but when her father hits her to force her to swallow some pork she snatches a fruit knife and cuts her wrist open. She is taken to hospital with her wrist wound, and her mother brings her meat broth lying that it is herbal medicine and persuades her to sip it. After she swallows a bit, she vomits. Eventually, she escapes from her ward and the husband finds her sitting near a lake on a bench half-naked, with her breasts exposed.

The narration runs slowly, in a matter-of-fact way, without much emphasis or emotion, which makes the psychological effect upon the reader even stronger. The main idea is – the woman follows her line unyielding to all kinds of pressure, even if her life is getting more and more the life of a demented person. It is evident that in the context of the narration the theme of food is of paramount importance, which explains the topic of the present study.

5.3. British public media reaction to the novel

The Man Booker International Prize is valuable in itself but its paramount significance is publicity, advertising and, thus, promotion. Of most importance are literary reviews that flooded after the publication of the book in English. The edition this study is based upon is accompanied by a great number of blurbs and review quotations to prepare the readers and make them enthusiastic about the book. We learn that the novel is “ferocious”, “astonishing”, “provocative”, “compelling”, “elegant-yet-twisted”, “gracefully written”, “beguiling”, “precise”, “spare” and “devastating”. British playwright and novelist Deborah Levy notes that “[the text] is written in cool, still, poetic but matter-of-

fact short sentences, translated luminously by Deborah Smith, who is obviously a genius” (Han K., Smith D., 2016).

Literary reviews, on the other hand, give critical comments on the quality of translation, accusing the translator of inaccuracy in rendering everyday realia of Korean life (Parks, T., 2016), paying tribute, at the same time, to the true spirit of the book and even some enhancement of it. “If Han’s sentences are like delicate lines scored with a cutting knife, Smith carves out deeper grooves with a chisel”. (Yun, C., 2017).

As a result of controversial opinions of critics, the book has attracted more readers and has got even higher acclaim of the public.

5.4. Translation methods

For the purpose of this study, we have compared the English translation of the book with its Korean original (Han, K., 2017). The Korean alphabet is very unusual for the Western perception, therefore various systems of transcription, or Romanization, were created, including the Revised Romanization of Korean, which is limited to the 26 basic letters of the Latin alphabet. Thus, we may use it for our convenience instead of the Korean writing system.

English dictionary equivalents

The majority of the food-related lexis in “The Vegetarian” is translated using direct English dictionary equivalents. The group of words involves simple names of the food (e.g. “milk”, “garlic”, “lettuce”, “ginger”, etc.), more complex names (e.g. types of meat, meat stock, consistencies (e.g. “powder”), etc.), compound names (e.g. Kor. *miyeok-guk*: *miyeok* – a type of seaweed, *guk* – a type of soup, trans. “seaweed soup”; kor. *sogogi-bokkeum*: *sogogi* – beef, *bokkeum* – stir-fry, trans. “stir-fried beef”) or other (names for the daily meals, utensils, etc.).

Transliteration and context

In the first part of the novel Smith rarely employs this method: we can only find four instances where the Romanized

Korean names for dishes were used. The majority of the names may arguably be considered known for an average foreign reader. The first of which is “kimchi”, the most basic traditional side dish made of fermented vegetables, which is eaten with every meal. Smith does not explain it and the reader has to rely on the context to understand these characteristics of the dish: it is mentioned several times throughout the text that the main character would eat nothing but rice and kimchi. The second term is “bulgogi”, or broiled meat. From the context, in which she recollects the time when she was chopping the meat, followed by her husband “sitting down for a meal of bulgogi”, the audience is also able to understand the nature of the dish, regardless of the way it is prepared. The third dish is “bibimbap” – a bowl of rice topped with sautéed vegetables, sauce and sometimes meat and egg. In this instance, Han herself describes the dish and lists some of the ingredients used for it – bean sprouts, meat, rice – therefore it is easy to understand for a foreign reader. The last name, “yuk hwe” (*yukhoe* – Kor.), conceivably the most obscure for the readers, although given by Smith transliterated, is followed by an explanation, “a kind of beef tartar”, which is not present in the Korean text. The heroine’s ignorant, very conservative father likes this dish most of all. This makes the name, which Western readers may perceive as “exotic” and somewhat odd and ethnic, sound ordinary.

Descriptive method

Some of the names for the food items in “The Vegetarian” do not have a direct equivalent in the English language. Smith describes such dishes without using too many words not to interfere with cohesion and readability of the text, which results in the translation that conveys overall meaning, albeit sometimes inaccurately. Usually, Korean names for the dishes translated by Smith using descriptive method have foreign (mostly Chinese) origins, and therefore are difficult to translate directly. For example, she translates Korean *tangsuyuk* as “sweet and sour pork”, or *kkanpunggi* as “chicken in a chili and garlic sauce”, both fairly

accurate descriptions of the dishes. Smith also implements descriptive translation if the words do not hold the same meaning when translated directly into English. In this case, Smith uses simplified translations commonly found in encyclopedias or on the Internet, like “stir-fried glass noodles” for *japchae*, “soybean paste” for *doenjang*, “seasoned vegetable side dishes” for *namul*.

Mistakes in translation

We have discovered, however, some instances, where mistranslations or poor choice of words result in a slight confusion for a reader. Smith confuses Korean *misu* powder (Kor. *misu-garu* translated as “miso powder”) – a combination of rice and other grains which is added to water or milk, often with sugar, to make a drink – with Japanese *miso* – a salty savoury paste of fermented soybeans. In some instances, Smith’s translation conveys a meaning differing in English and Korean cultures: the word *jeon*, which she translates simply as “pancake”, in Korean is used to describe a variety of fried dishes usually made of seasoned meat, fish, seafood or vegetables with flour and egg wash. Although it is not uncommon to classify jeon as a pancake, this kind of translation evokes dissimilar association among English speakers. Another example of confusing mistranslation presents a description of the dish mentioned in a depiction of the important dinner at a high-class restaurant: “an exquisite dish of mung-bean jelly, dressed with thin slivers of green-pea jelly, mushrooms and beef”. The Korean *tangpyung-chae*, translated by Smith as “mung-bean jelly”, is, in fact, a salad, part of the royal court cuisine, made with julienned mung-bean jelly, beef and greens. In this case, the dish loses its qualification as “exquisite” and rare. This detail is likely to mean nothing to an English reader, however, in terms of correct cultural introduction of the lexis this may be considered a misrepresentation.

“The approach to translation as an interpretive commitment is based on a theory of linguistic interpretation. It implies, among other things, the following theoretical assumptions: 1) verbal communication is, largely, an interpretive process and the lan-

guage performs cognitive and communicative as well as interpretive functions; 2) translation, as a means of cross-cultural communication, seriously depends upon the conceptual system of the translator, his encyclopedic competence, including cross-cultural differences” (Boldyrev N.N., 2018: 35). Although Smith’s translation may be flawed in some ways, she achieved one of the most important goals: producing a text full of distant cultural elements enjoyable and comprehensible for the English speaking audience. She did not overwhelm the readers with unfamiliar difficult-to-read words, nor explanations for unknown terms, yet managed to create a sense of something foreign by using some Korean names in her translation; and regardless of the methods she employed, clearly depicted the opposition between two sides of the conflict between the main character of the novel and her family, the rest of Korean society, in the form of meat food and vegetarian food. We may say that the translator’s cross-cultural competence has contributed to the success of the novel.

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“CAUCASIAN MOUNTAIN MAN / SCOTTISH HIGHLANDER”: CORRELATION BETWEEN SEMANTICS AND CULTURE

Natalia N. Nepomniashchikh, Yana A. Volkova

*Department of Foreign Languages in Theory and Practice,
Institute of Foreign Languages
Peoples' Friendship University of Russia, Moscow, Russia
nepomnyashchikh-nm@rudn.ru, volkova-yaa@rudn.ru*

Abstract: The research focuses on Russian and English concepts ‘Caucasian mountain man’ and ‘Scottish Highlander’; The comparative-contrastive analysis of the vocabulary definitions of the concepts under consideration is conducted, which makes it possible to build the lexical-semantic fields of both lexical items in Russian and English. This stage of research helps to turn to the linguistic-cultural fields of these concepts construction. All collected data are systematized in schemes reflecting the linguocultural differences and common areas.

Keywords: concept, lexeme, lexical item, lexical-semantic field, linguistic-cultural field

1. Introduction

Language is a system each level of which is characterized by an integrity and a specific organization of its homogeneous and interdependent elements. Basing on the works by N.N. Amosova, M.L. Apazheva, I.V. Arnold, Sh. Bally, L. Weisgerber, L.M. Vasilieva, V.V. Vinogradov, L.V. Shcherba, in this article, the lexical system is understood as *an ordered set of lexical units, correlated and / or opposed in their meaning and structure*. Particular attention is paid to such a characteristic feature of the lexical system as its correlation to particular extralinguistic factors (Apresyan, Yu.D., 1995).

2. Objectives/Purpos of the study

The research aims at revealing differences and similarities between the Russian concept ‘Caucasian mountain man’ and the English concept ‘Scottish Highlander’ by creating lexical-semantic fields of the lexical items *mountain man* and *highlander* in Russian and English.

3. Methodology and sub headings

3.1. Definition Analysis

To build a semantic field, the analysis of lexicographical and encyclopedic sources, as well as the Internet resources associated with lexical items ‘*зопеу*’ *mountain man* (in the Russian language) and *highlander* (in English) was made. The definition of the word *mountain man* (in the appropriate context for the present research) was found only in 18 sources.

Consider the definitions of a lexical unit *mountain man* relevant to this research:

1) resident of the mountains (Efremova, T.F., 2000), (Lermontov, M.Yu. URL: <http://e-libra.ru/read/194489-izmail-bej.html>), (Advanced Learner’s Dictionary of Current English. 2000).

2) mountain dweller (Scott, W. URL: <http://www.gutenberg.org/files/7025/7025-h/7025-h.htm>).

3) national name of ethnic groups living in mountainous areas (Ozhegov, S.I., Shvedova, N. Yu., 1997).

4) a person who lives in the mountains or born in such mountainous regions (Great Dictionary of Russian nouns, 2005).

Various dictionaries of foreign words of the Russian language provide us with a synonymic lexical item to the word *mountain man* – “abrek”. “Caucasian mountain men give such a name to a person who gave a vow to give up all the pleasures of life and be utterly brave; also a fugitive, adhering to some gang for robbery” (Chudinova, A.N., 1910), “the mountain man, who vowed implacable hatred for enemies,” “a thief, a desperate” (Popov, M., 1904), “during the period of joining the Caucasus to

Russia: a mountain man waging a struggle against the tsarist troops” (Krysin, L.P., 2008).

Note that there are no references to the Highlanders in Scotland in the dictionaries of the Russian language. However, turning to translation dictionaries (16 sources), several options of how the lexeme *mountain man* is translated into English can be found. In the core of the analysis of the materials taken from the Russian-English translation dictionaries, several translations of the word *mountain man*, were allocated, they are as follows: *mountain dweller*, *mountain man*, *highlander*, *hill-man*.

Let’s turn to the analysis of the lexical item *highlander* basing on the materials found in the English-English dictionaries. First, it can be noted that in the available dictionaries, this lexeme is not represented by a word-combination «mountain dweller», we can presume that it is not a typical construction for the representatives of the English-speaking cultures. Of all the analyzed dictionaries (201 sources) a particular interest falls onto Oxford Advanced Learner’s Dictionary (Advanced Learner’s Dictionary of Current English, 2000), MacMillan dictionary for Advanced learners (MacMillan Educ, 2006), and Webster’s Online Dictionary (Webster’s Dictionary Online, 2012), because they give quite a complete definition to the item *highlander* and other lexical items correlated with this one.

MacMillan Dictionary for Advanced Learners defines *a mountain man* as “someone who climbs high of dangerous mountains / the one who climbs the mountains dangerous”, without noting other distinguishing characteristics. Oxford Advanced Learner’s Dictionary interprets *mountain man* as “a person who climbs mountains as a sport” – not mentioning the fact that the person is a resident of the mountains. Webster’s Online Dictionary gives three possible definitions of the analyzed item: “1. Someone who climbs mountains. 2. An inhabitant of a mountain; one who lives among mountains. 3. A rude, fierce person”. This definition gives a range of contents which are interesting for our research. Namely, this definition added the lexical item *mountain*

man as a resident of the mountains, as well as the idiomatic meaning of the concept, treating it as a rude and fierce man.

Turning to the definition of the item *Scottish highlander*, it should be noted that in the reviewed English-language sources, it is interpreted quite concisely. Here are some examples. The online source Dictionary.com suggests the following definition: “a native of the Highlands of Scotland” (Scottish highlander, 2011). The Free Dictionary by Farex at the same time offers a completely identical definition (Scottish highlander, URL: <http://www.thefreedictionary.com/Scottish+Highlander>).

Most of lexicographical sources in English define the lexical item *highlander* as 1) “someone who comes from the Highlands / the Scottish Highlands” (14 sources – with the reference to the Highlands of Scotland); 2) “a person born or living in a highland” (four sources – respectively, any person living in the highlands); 3) “a soldier of a Highlands regiment” (four sources – with reference to military activity and the Scottish mountains).

The review of the definitions helps to highlight the following set of features that reveal the lexical meaning of the item *highlander*:

- 1) a resident of mountainous regions of Scotland – Scottish Highlands – Gaelic origin;
- 2) a person with warlike and rigorous character;
- 3) a representative of the Scottish army.

Thus, the lexical item *highlander* is mainly seen as going back to the traditional culture of Scotland.

Unfortunately, the item *mountain man* in the lexicographical sources in Russian is not so widely depicted, it can only be summarized that a *Caucasian mountain man* – is:

- 1) a mountain man who lives in the Caucasus mountains;
- 2) a resident of the mountains and mountainous regions (without any specific place name);
- 3) an abrek.

3.2. *Lexical-Semantic Fields*

Conceptual characteristics analysis of the lexemes *mountain man* / *highlander* in both Russian and English respectively allows us not only to identify their key definitional features, but also gives an opportunity for further study development, namely, the construction of lexical-semantic fields of these two lexical items.

According to the dictionary definitions, a lexical-semantic field of the lexeme *mountain man* includes the following number of items (we present them in the alphabetical order): *abrek*, *brave*, *Caucasian mountain man*, *Caucasian*, *(the) Caucasus*, *Caucasus Mountains*, *desperate robber*, *ethnic group*, *highland*, *hot*, *idle*, *implacable to the enemies*, *mountain peoples*, *mountain resident* / *dweller*, *mountain villages*, *mountain*, *mountainous*, *mountainous region*, *proud*, *woman mountaineer* – a total of 21 items. Five items from this list are synonymous, or specify the lexical item *mountain man* (*abrek*, *Caucasian*, *Caucasian mountain man*, *mountain resident* / *dweller*); One lexical item (*woman mountaineer*) – feminine of the central item; one item – an adjective derived from the item *mountain man* (*mountainous*); two lexical items characterize the social belonging of the *mountain man* (*ethnic group*, *mountain peoples*); five lexical items characterize the habitat of the *mountain man* (*(the) Caucasus*, *Caucasus Mountains*, *mountain*, *mountainous region*, *mountain villages*); seven items describe the behavioral features of the *mountain man* and his character (*brave*, *desperate robber*, *hot*, *idle*, *implacable to the enemies*, *mountain manners*, *proud*). Summarizing the results of this stage of the research, the *mountain man* lexical-semantic field scheme was constructed:

After considering the definitions found in the English-English dictionaries, it is possible to identify the items belonging to the lexical-semantic field of the lexeme *highlander* (we present them in the alphabetical order): *brave*, *fierce*, *Gael*, *Gaelic people*, *Highland dress*, *highlandman*, *hill-man*, *hospitable*, *kilt*, “*ladies from Hell*”, *mountain dweller*, *mountain man*, *mountains*,

patient, rude, Scotland, Scottish Highlander, Scottish Highlands (the Highlands), shocking the enemy, soldier of Scottish regiments, tartan – 21 lexemes in total. Seven of the given items specify the central lexeme *highlander* (*highlandman, hill-man, “ladies from Hell”, mountain dweller, mountain man, Scottish Highlander, soldier of Scottish regiments*), two lexical items determine the *highlander* heritage (*Gael, Gaelic people*), three lexemes determine the place of his living (*mountains, Scotland, the Highlands*), six items describe the character of the *highlander* (*brave, fierce, hospitable, patient, rude, shocking the enemy*), two tokens represent the traditional attire (*Highland dress, kilt, tartan*). After such an analysis, it turned out to be possible to build the *highlander* lexical-semantic field scheme:

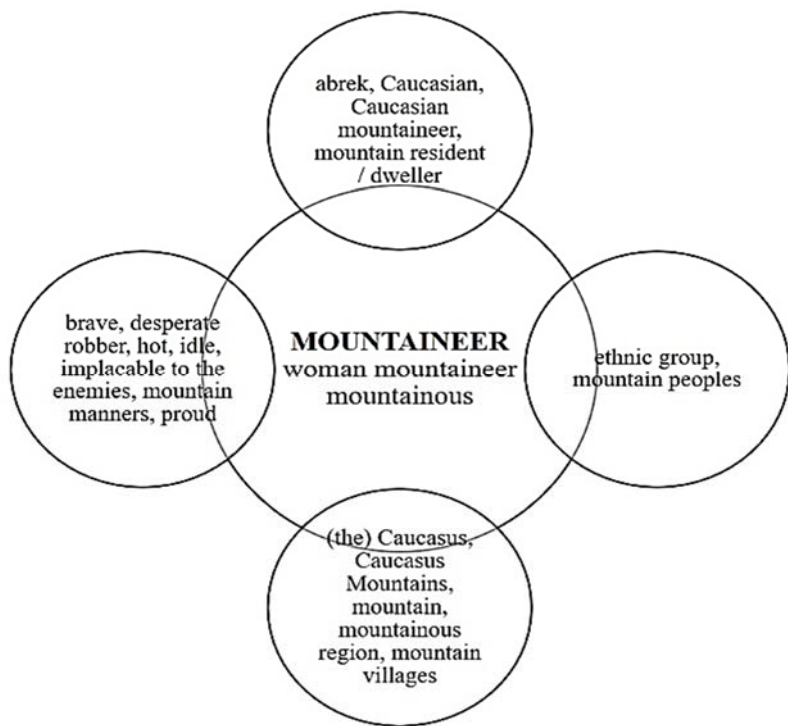


Fig. 1. Caucasian mountain man lexical-semantic field



Fig. 2. Scottish highlander lexical-semantic field

Comparing the lexical-semantic fields of the lexemes *mountain man* and *highlander*, several similarities can be distinguished. They are as follows:

- 1) central lexical items in both languages are ethnonyms;
- 2) central lexemes in both Russian and English are clarified by the items with the same root or by the items-ethnonyms;
- 3) the definitions of both lexical items characterize the place of residence and the character features of the concepts indicated in the central lexeme; in addition, the place of living in both Russian and English is “mountains”, the character of a *mountain man/highlander* is, mainly – “warlike and ferocious” (compare:

implacable to the enemies, desperate, brave – brave, fierce, shocking the enemy).

Besides the obvious language differences, when comparing these two lexemes semantic fields, it should be noted that in the *highlander* lexical-semantic field, there is a definition of his heritage and the description of his national dress. However, the semantic field in Russian indicates the *mountain man* social belonging.

3.3. Linguistic-Cultural Fields

Since the beginning of the 2000's a new trend in Russian linguistics has been observed. It is following from the lexical-semantic field of the concept to its linguistic-cultural field which tends to identify any concept with the perception of reality by an individual and by the society as a whole. That is why the interest in the semantic fields study in a number of works on comparative linguistics is so obvious, the thing is that the scientist cannot only describe the conceptual side of any lexeme in the language, but also determine the position of the concept associated with this lexeme in the linguistic culture and in the language consciousness of the country analyzed.

V.V. Vorobjev in his book “Cultural linguistics (theory and methods)” was first to introduce the concept of linguistic-cultural fields. The scientist brought out a new category – a linguistic-cultural field – *the field in which the choice and the correlation of its structural components are determined not only by the language but also by the culture*. In this case, the correlation among the elements of such a field is more complex and even multidimensional (Vorobjev, V.V., 1997).

To move from the lexical-semantic field to the linguistic-cultural one, in the present paper, the contextual analysis of fiction texts was carried out.

In fiction, the theme of the Caucasus and the Caucasian mountain men, just as the topic of the Scottish Highlands and their dwellers, is rather common. Folklore, especially Nart epic,

lies at the heart of the North Caucasian literature; but the literary tradition, which played an important role in its development, should not be forgotten. In the origin of the North Caucasus literature there are two basic traditions, the first one is Arabic and Turkic, the other one is the Russian language tradition, which is based on the creative works of such poets of the Caucasus as A.S. Pushkin, M.Yu. Lermontov, and L.N. Tolstoy (Zaraichenko, V.E., URL: <http://refdb.ru/look/2211610-p1.html>).

In the works of M.Yu. Lermontov, *mountain men* are the brave, courageous people who are, at the same time, good, honest, decent and able “to sacrifice their happiness”: “*To hit the enemy is not a crime. // The friendship’s faithful there, but revenge’s truer; // There’s good for good is given and blood – for blood. // And hatred is immeasurable as love*” (Krysin, L.P. 2008). Note the manners of *mountain men*, in which the writer expressed his surprise and satisfaction: “*Close to the alien grounds border // The peaceful auls were blooming. // Were proud of their mutual friendship // There’s every traveler found / Lodge and welcoming feast ...*” (Lermontov, M.Yu., URL: <http://e-libra.ru/read/194489-izmail-bej.html>).

The heritage of Scottish literature is rich; it includes a lot of works written in different languages: English, Scottish Gaelic, Scots, Briton, French, Latin and many others. But, of course, Sir Walter Scott among all the world-famous authors of the literature of Scotland, was the most complete, colorful and quite objectively describing the life and traditions of *highlanders*. Historically, he was a descendant of the Highlanders, probably that is why the imagery of his characters is so complete and colorful: “*The imagination of the half-civilised Highlanders was less shocked at the idea of this particular species of violence, than might be expected from their general kindness to the weaker sex when they make part of their own families*” (Scott, W., URL: <http://www.gutenberg.org/files/7025/7025-h/7025-h.htm>).

Basing on these ideas, the decision to stop at the images of the *Caucasian mountain man* and *Scottish highlander*, presented

in the works by M.Yu. Lermontov and W. Scott was made. This choice is based not only on the identity of the century, which is represented in the works of both authors (the 19th century), but also on the fact that both M.Yu. Lermontov and W. Scott are famous for their special attitude to the *Caucasian mountain men / Highlanders* that will allow us to make the most comprehensive analysis of the considered concepts depicting their similarities and differences as the items belonging to different linguocultures.

In an attempt to structure the results of their linguocultural research, Russian linguists often turn to the method of ‘passportization’. ‘Passportization’ itself is *a collection of data related to some particular object or phenomenon, denoted by a word*. This method is widely used in Russian linguistics. For example, I.V. Vujovich in her PhD thesis “The Dynamics of Russian Lexical Keywords Background and Country Studies Teaching in the Hungarian High School” (1979) refers to the method of passportization in the Russian as a second language teacher training (Webster’s Dictionary Online, 2012). L.B. Voskresenskaya can be considered a follower of this approach. In her book “Linguistic Country Studies and the Passportization of the Vocabulary” (1985), this method is also referred to in the Russian as the second language teacher training (Vujovich, I.V., 1979).

Speaking of the text linguistics, the method of passportization was mentioned by M.M. Bakhtin (1986) in his article “The Problem of Text in Linguistics, Philology and Other Humanitarian Sciences. The Experience of the Philosophical Analysis”. According to M.M. Bakhtin, the passport of the text allows scholars to set its authenticity and to describe the special characteristics of the author (Bakhtin, M.M., 1986). The creation of “the corpus of the language” (and corpus linguistics respectively) can be probably considered a most modern case of text passportization (The Corpus of Russian Literary Language, URL: <http://www.narusco.ru/project.htm>).

The Russian anthropological linguistics perceptual features of the linguistic-cultural personality are analyzed with the

help of “the linguocultural personality passport”, suggested by O.A. Dmitrieva (Dmitrieva, O.A., 2007). This passport includes *an external image, clothes, age, gender, origin, location and characteristics of the dwelling, the scope of activities, leisure, marital status, environment, language features* of a separately considered linguocultural personality.

Basing on various approaches to passportization considered, it can be concluded that this method is widely used in different fields of the linguistic science. However, there is no common principle of building the passport. Scientists in their research tend to create a passport according to the characteristics peculiar to the particular phenomenon they study.

For a more detailed description of the concepts *Caucasian mountain man / Scottish highlander*, the passportization method was used in this research. As a basis, “the linguistic-cultural personality passport” by O.A. Dmitrieva was taken, since its structure corresponds with the subject and the purpose of the present study. The analysis of the quotations from the fiction texts by M.Yu. Lermontov and W. Scott was made to produce the list of passport characteristics to describe the concept under consideration.

4. Result/Findings

In the works of M.Yu. Lermontov, 13 pieces mentioning the concept *mountain man* were found, where it appears in a variety of combinations 13 times (the item “mountainous” is used once), and as 173 pieces with corresponding lexical items and their derivatives, where they are used 204 times. While distributing the lexemes in groups in accordance with their common characteristics it became possible to identify the following parameters:

- 1) The place of living – with such lexical items as: *aul, (peaceful) village, mountain, shelter, etc.*
- 2) Pastime – *battle, night fight, pathway, etc.*

3) Appearance (neighbourhood) – *Asian, insolent eyesight, small, aloof, broad-shouldered, etc.*

4) Environment – *friend (kunak), guest, wife, etc.*

5) Stuff – *horse, diamonds, swords, etc.*

6) Behaviour – *fighter, hospitality, wild, etc.*

7) Moral principles and values – *loyal to glory, bloody vengeance, motherland, etc.*

8) Religious views – *loyal to prophet, mosque, the Great Mohammed, etc.*

9) The attitude to mountain men – *robber, boredom does not live under the Chechen bullets, murderer, etc.*

After considering all the items in the specified groups, the most frequent ones were identified, for example, the lexical item *aul* is met for 5 times, *mountain(s)* is used for 8 times, *hut* – 6 times, *battle* – 5 times, *smile* – 3 times, *dagger* – 6 times, *horse (masculine and feminine in the Russian language)* – 15 times, *wedding* – 3 times, *robber* – 3 times, etc. The next stage of the analysis was to examine the items in each group and to construct the initial *mountain man* linguistic-cultural fields for their further comparison with the fields of the *highlander* concept.

The analysis of the concept *highlander* was carried out according to the same scheme. The practical material was taken from the fiction works by Sir Walter Scott, all the works are dedicated to Scotland and its inhabitants – Scottish highlanders.

In the works of Sir Walter Scott, 379 pieces in which the concept *highlander* was mentioned 429 times have been selected. Moreover, the following lexemes corresponding to the initial concept have been found: *Gael (Gaelic); mountain dweller; mountain man; hill-man; Scottish highlander; “ladies from Hell”* (these items and their derivatives were used 235 times).

In addition to the parameters that were used to analyze the concept *mountain man* in Russian, it was possible to find a number of quotes describing *highlander's* national language (*Gaelic*) and the attitude to the language.

5. Discussion

After analyzing the images of the *Caucasian mountain man* in the works of M.Yu. Lermontov and the *Scottish highlander* in the works of W. Scott, an effort to present their basic cultural, national and linguistic characteristics was made. Passportization of the concepts *Caucasian mountain man* and *Scottish highlander* has not only allowed us to describe their figurative and conceptual characteristics, but also to identify the most common concepts associated with their culture and existence, which was further followed by linguistic-cultural field building. This stage of the research moved the study to a direct comparison of two linguistic cultures in order to identify their similarities and differences.

The results of this research and the conclusions made may become the basis to believe that the concepts under consideration are not only the unique, specific and nationally marked representatives of their country's culture in the past, but they also possess some similarities that may become a key to successful intercultural communication at present.

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FUNCTIONAL CHARACTERISTICS OF ELLIPTICAL STRUCTURES IN THE ASPECT OF LITERARY TRANSLATION

Ekaterina V. Kovalenko

*Institution of Foreign Languages
Peoples' Friendship University of Russia, Moscow, Russia
katekovalenko@hotmail.com*

Abstract: This article deals with the means of rendering functional potential of elliptical constructions in the translation of literary texts from Russian into English. This study of translation techniques is based on the semiotic theory of the text interpretation, as well as on the assumption that equivalence of the translation can be achieved on the condition of preserving all kinds of semiotic functions in the literary text.

Keywords: elliptical constructions, semiotic functions, a non-systematic item, strong/weak (or poetic) implications, equivalency of translation, literary text, stylized oral speech

1. Introduction

The topicality of this study is caused by the growing attention in modern linguistics to the translated texts being a part of the literature in the target language, that is those which have a certain aesthetic value as a work of art. This attention is caused by the recent trends in the theory of translation to treat translation in the aspect of cross-cultural communication. At present, one of the features of cross-cultural communication study lies in the close attention to the peculiarities of the "foreign" culture, as well as in tolerance towards those elements of it that do not coincide with our idea of the "right" state of things. In this regard, in translation studies there is a widely spread idea that nowadays readers of literature demand such literary translation, that reflects the national colouring of the original, that is a text which is not a variant of an original text, but its functional substitute in the literature of the target language (B. Hatim, L. Venuti, D. Damrosh, S. Ne-

valainen, V. N. Komissarov, Y.A. Sorokin, V.A. Kuharenko, N. D. Arutyunova, etc.).

At the same time, the understanding of the literary text as a sign (A. Prieto, M. Bahtin, M. Lotman, R. Jakobson, etc.), the meaning of which is formed as a result of the complex interaction of its components, makes the problem of the possibility of such a translation of the literary text especially difficult.

2. Objectives/Purpose of the study

The aim of the study is to identify the functional and structural potentials of elliptic constructions in the original English and Russian literary text and to find out how these potentials are realized in the translated English literary text and by what means the translation equivalence is achieved.

3. Methodology and sub headings

Functions of Ellipsis in Literary texts

The understanding of elliptical constructions (ECs) as constructions with one or more nulled syntactic positions of structurally necessary sentence members allows us to clarify the boundaries of this phenomenon and to analyze the factors causing differences in the formation of ECs in speech in the Russian and English languages. These differences lead to the asymmetry of the EC functions in Russian and English literary texts. For example, large contextual dependence of ECs in English leads to the limited use of some types of ECs in English literary texts in comparison with Russian literary texts.

Nevertheless, in a literary text, both in English and in Russian, ECs are capable of performing approximately the same set of semiotic functions, which makes possible the appearance of such translated literary texts in English, which, in terms of the functioning of the ECs in them, are equivalent representatives of their originals.

The functioning of ECs as semiotically significant elements is based on the fact that, being a non-systemic item for a literary

text (EC is initially an element of colloquial speech), they are able to signal the introduction of other systems' elements into the body of the text, for example, the introduction of stylized oral or written speech patterns.

So, the primary function of ECs consists of signaling the introduction of an off-system element into the text.

The secondary function is subordinated to the primary one and consists of signaling the peculiarities of the communicative act, such as informality of the communication situation, close connection of the communication act with the consituation, the similarity of the apperception base of the conversation participants, as well as a certain degree of parallelism in the relations of the communicants.

The tertiary semiotic function of ECs in stylized oral speech lies in its ability to create strong or weak (poetic) implications as a result of the ellipsis' interaction with the context .

Strong implications appear as a result of special conditions of the use of ECs, when, for example, an EC is accompanied by stylistic devices of repetition, gradation, etc.

For example:

"Oh, hello, darling. I was just ringing to see what you wanted for Christmas".

"*Christmas?*" (FH: 324)

A weak implication is created as a result of contradictions arising between the meaning stimulated by the EC, which performs its secondary semiotic function, on the one hand, and the knowledge of the situation obtained from the context, on the other hand. For example (the narrator being one of the "girls" mentioned):

"Seriously, old girl," he said, **ignoring** me. "Office is full of them, single girls over 30. Fine physical specimens. Can't get a chap". (FH: 41)

The degree of ECs' stability in speech, that is – their being set phrases or not, plays an important role in the creation of implication of a certain type.

Thus, ECs appear in a literary text as a functionally and textually significant element.

Means of Achieving Equivalence with regard to the Functions of ECs

Achieving the equivalence of translation, that is, obtaining such a translated literary text, which could take a worthy place in the literature in the language of translation, is based on the achievement of both functional equivalence (related to the content of the text) and textual (related to the form of the text).

The achievement of functional equivalence is based on adequate transference of all the components' functions of the source text (ST) into the target text (TT), as well as on transference of the relations, existing between these components. The textual equivalence lies in the structural-semantic similarity between ST and TT.

The transference of ECs' functions, as well as that of features connected with their relationship with the context, is carried out either by the use of an EC in the target text, or, in the case of turning an EC into a structurally full sentence, by using compensation methods, or by replacing an EC with a functional equivalent. As for the peculiarities of a literary text form, here we are talking about marking text as a work of art, created by a particular author.

The motivation of translation decisions in the case of translation of ECs is determined by the degree of asymmetry in their functions and nomenclature in the texts in the English and Russian languages.

Methodology

In this paper, while deciding on the degree of translation equivalence of a passage containing EC, we used the data obtained from the analysis of the survey, where the readers bot of the source text and of the target text were asked a number of questions about their perception of that passage. The conduction of such a survey and the development of this questionnaire were

determined by the necessity to make the assessment of translation decisions more objective.

The material for the analysis is taken from the following books and their translations: Fielding, H. 1996. *Bridget John's Diary*. Picador. London, (FH); Rybakov, A. 1989. *Children of the Arbat*. Tr. by H.Shukman. Arrow Books, 733 p. (RA); Topol, E., Neznansky, F. 1983. *Red Square*. Quartet Books. N.Y., 276 p. (TE); Dovlatov, S.D. 1985. *The Zone. A Prison Camp Guard's Story*. Tr. By A.Frydmann. N.Y., 178 p. (DSZ); Platonov, A. 1978. *Chevengur*. Tr. by A. Olcott. – Ardis Pbl. Michigan, 333 p. (PAC).

4. Result/Findings

As a result of the study we have identified three main tactics of translation of Russian ECs into English:

1) preservation of the EC, provided that in the TT it performs a function similar to the function of the EC in the ST (almost 70% of our material).

2) changing the EC for a functional analogue

– while translating ECs which perform functions of imitation of mental processes, such as approval or refutation, in a stylized oral speech in Russian. In this case, the functional analogues in the most cases are the one-word-sentences expressing agreement or disagreement: yes/ no, OK, etc., e.g.:

– Ты **был** у Солнца? – вдруг переходя на «ТЫ», спросила она.

– **Был**. (PA: 68)

“You have been to Solts?” Suddenly she was using the familiar form with him.

“Yes”. (RA: 105)

– while translating a set EC. Such set ECs, used in the stereotypical urban situations, are almost always translated with the help of English set phrases (not necessarily ECs) that are used in similar situations, e.g.:

– Только что в сторону Востряково проскочила белая «Волга» 52-12 с двумя пассажирами...

– Понял. (ТЭ: 382)

“(...) – a white Volga has just passed through, registration MKI-52-12, carrying two passengers, heading for Vostryakovo.”

– “Roger!” (ТЕ: 119)

– set ECs used in pseudo-official situations (prison jargon) are usually replaced by expressions that characterize the speaker in terms of his low social status or characterize his territorial and social dialect, for example Cockney dialect, e.g.:

– Ты все осмотрел?- спросил бывший «Пахан», а ныне мастер по сборке автомобилей автозавода имени Лихачева.

– Обижаешь! (ДСЗ: 466))

“Did you go over the lot?” asked Bossman, who after a career in crime now worked as a car assembly technician at the Likhachov Motor Works.

– “Do me a favour!” (DSZ: 194)

– set ECs, which are precedent statements (e.g., quotations), are usually replaced by figurative expressions, which may not be precedent statements in English:

– Выпьем за школу! – предложил Максим.

– Привет сентиментальному бегемотику! – вставил Юра.

Макс исподлобья посмотрел на него.

– Отречемся и отряхнем? (РА: 57)

“Let’s drink to our school!” this was Max’s idea.

“Here’s to sentimentality!” Jury sneered.

Max looked at him, astonished.

– “Should we just forget it, cast off like an old boot?”

(РА: 89)

3) restoration of the EC to a full sentence along with the introduction of additional elements into the text that perform in this context the same functions as the restored EC, thus using compensation. A variety of means relating to different language levels can be used for this purpose:

– syntactic means, for example, inversion, capable of performing the function of indicating the excited emotional state of the subject of consciousness or speech, e.g.:

– Механик, сукин сын! – сердился Копенкин на Никиту. – Мед в бутылку ворует! (ПА: 275)

“You’re a mechanic, you son of a bitch!” Kopenkin became angry with Nikita. “Honey he steals in the bottle...” (РА: 77)

This method of compensation is used in a limited number of cases.

– lexical-syntactic means, such as excessive repetition. This group includes a method consisting of restoring the ES to a full sentence by repeating the part of the statement already contained in the previous replica, thus, making it a redundant one and, as a consequence, stylistically marked. It means that this statement, by creating tautology, is capable of performing in certain contexts functions similar to the functions of the ECs (simulation of mental processes accompanying communication), e.g.:

– (...) Думаю, что он не должен уйти от ответственности.

– He уйдёт, – пообещал Богулин. (РА: 34)

“(...) I don’t think he should walk away from his responsibility”.

– “He won’t walk away”, Bagulin promised. (РА: 54)

– lexical means, that consist of the additional introduction into the target text some colloquial words or phrases (“that was that”), words that are usually used to fill in the pause of hesitation (“well, yes”), words that directly indicate the fact of citation, e.g.:

– Привез попутных ссыльных, приказали, вот и привез. (РА: 296)

– “His job had been to bring the two exiles to this place. He’d done it and **that was that.**”(РА: 467)

– graphic means, e.g., high-lightening a certain part of the statement in italics. With the help of this means, which in this case compensates for the similar function of the EC, which has been restored to the full sentence, the translator simulates the pro-

sodic high-lightening of a certain part of the statement in the oral speech, which becomes the rheme fragment in the phrase, e.g.:

– (...) У меня полно русских друзей, и никто из них не бьет меня за то, что я наполовину еврей.

– Будут бить, – сказал он. (ТЭ: 495)

“I have Russian friends all over the place, and none of them beat me for being half-Jewish”.

“They will beat you.” (TE: 219)

4) while translating set ECs, translators sometimes use the method of loan translation, but in most cases it is ineffective and leads to the appearance of non-equivalent translation, due to the fact that the resulting phrase is unable to perform the functions of ECs, which consist of creating certain associations in the consciousness of the text recipient, e.g.:

– Возьмите три рубля, ефрейтор. Каждому по способностям...

– Запрещено, – сказал конвоир. (ДСЗ: 17)

“ Take three rubles , Corporal. To each according to his abilities.”

“ Forbidden”. (DSZ: 19)

The study of tactics used by translators to achieve an optimal balance between the functional and textual aspects of equivalence in the translation of ECs, the conditions of which in some cases contradict each other and even exclude each other, allowed us to reveal a certain dependence of the translator's strategy on the peculiar hierarchy of ECs' functions in the literary text.

The functions obligatory subject to transference in the translation are:

– secondary semiotic functions of ECs in stylized oral speech, expressed in the characteristic of the depicted communication situation

– tertiary semiotic functions in all types of stylized texts, expressed in the ability of elliptic structures to participate in the creation of strong implications.

The function which is subject to the partial transference in the translation is the tertiary function of ECs, which is their ability to create weak, "poetic" implications.

Typically, this ECs' function is supported by other elements in the text. As a result of it, the restoration of ECs to complete sentences in the TT can lead to simplification of the original structure, but will not violate its semantic integrity. Such translation is recognized as functionally equivalent (equivalent with small losses associated with the loss of the textual component of equivalence).

The function subject to facultative transference in the translation is the primary function of ECs, expressed in its ability to signal the introduction of a non-systemic fact into the text. In this case, ECs play only a supporting role in the performance of this function, and their restoration to full sentences does not lead to losses in translation.

5. Discussion

The methods of analysis of translation tactics developed in this study, as well as the method of survey proposed by us, can be transferred to the analysis of the equivalence of translation of other linguistic phenomena in addition to the ellipsis.

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PECULIARITIES OF TRANSLATING ENGLISH MILITARY LEXICAL UNITS

Vera Y. Barbazyuk

*Department 33
Military university, Moscow, Russia
vera087@mail.ru*

Abstract: Translation of military texts is a very challenging task for the novice translators who work in the military sphere. In most cases translators find it hard to work with them texts due to their complexity. This paper is focused on the basic problems military translators can face when work with military lexical units.

The data of the study is taken from the UK, US and Russian Army glossary. The results of the survey show that military texts are very specific therefore special preparation is needed to translate them properly. Military translator should be linguistically and culturally competent in languages, experienced enough in the military sphere and, of course, have good knowledge of military lexical units in both languages. Such strategies as compensation, cultural equivalence and paraphrasing should be used by translators.

Keywords: military lexical units, military language, professional competence, cultural competence, military slang terms

1. Introduction

Translation from one language into another is primarily a means of cross-cultural communication. The practical work of

translators and translation studies provide an opportunity to constantly improve the theory and practice of translation, but it should be pointed out that there are still different views on some issues, which are associated with different processes in society and attitudes to translation and communication. Indeed, the theory of translation has come a long way of development. Today there are a lot of questions and problems that require rethinking. Nevertheless, there are ideas with which all scientists agree, namely, in order to become a highly qualified translator it is necessary to constantly improve translation and professional skills. This is especially important when it deals with *special translation*.

Military translation is “a type of special translation with a bright military communicative function” (Nelyubin, L.L., 2003: 32). Its distinguishing feature is the use of special vocabulary and extremely accurate presentation of the material with a lack of figurative emotional expressive means.

Problems connected with the translation of military lexical units are essential for military translation. They are in the center of scientific attention since they carry a special information load in the field of communication. The same can be said about military terminology. Military terms differ from neutral vocabulary semantically and functionally. English military terminology is extremely heterogeneous. Along with unambiguous terms that have clear semantic boundaries, there are also polysemantic terms. The multiplicity of military terms can be observed when they are used in various areas of the military sphere or in different contexts. Thus, it can be said that a military term is a word or a phrase related to a particular section of military science or military technology.

In a military translation, a translator must know not only terms in a foreign language, he must understand and find equivalents in his native language, as well as know how they are used in the military sphere. That is why the translation of terms is one of the most difficult tasks of military translation.

Thus, the main task of a military translator is the compliance of the translation with the requirements of adequacy and equivalence.

2. Objectives/Purpose of the study

The purpose of this article is to study and justify the need for special study of the features of the translation of military lexical units.

The scientific novelty of the article lies in the attempt to analyze the peculiarities of the translation of military terms and to consider the features of the translation of some military lexical units in British English, American English and Russian language. The results of such an analysis can help novice military translators.

3. Methodology

The researcher conducted a comprehensive survey of the related materials, provided a concise overview of what has been studied and established in the field of the study. The researcher aim is to examine the data using qualitative method in order to find meaningful general patterns and themes which will then lead to the findings that will be derived from the data.

Translation theorists have long attempted to describe and explain the process of translation. In line with this many methods of translation have been proposed in order to be used in the translation process. V.N. Shevchuk focused on the description of language and translation difficulties associated with structural differences between British English, American English and Russian language, national and territorial differences between the American and British versions of the English language, which complicate the process of translation of certain linguistic and cultural realities. His main aim was to develop the ability to correctly perceive the stylistic function of military lexical units and clearly orientate translators in extremely extensive interlanguage homonymy.

V.V. Alimov suggests two translation methods namely the semantic and communicative translation methods and a translation procedures model.

Based on a combination of the theoretical concepts of V.N. Shevchuk and V.V. Alimov the problems of translation of military lexical units will be examined. After collecting the data it will be analyzed with the aim of making a sort of a comparison of translations and to arrive at a comprehensive understanding of the process of translation of military lexical units. The data will be chosen based on how best to answer the research question which was mentioned earlier. The data which will be selected to support the idea.

The method of collecting data in this research will be conducted through examining military texts.

4. Result/Findings

It was mentioned earlier that the study will attempt to answer which translation problems professional translators can face in transferring military units from English into Russian and vice versa. After analyzing the data it was found that military lexical units (especially military slang terms) and differences in military cultures of different countries can lead to serious translation problems. Besides, there are no standardized solutions, no standard translation guidance or principle standards for the translation of military lexical units that the translators can use. See table 1.

Table 1. Translation of military lexical units in different cultures

1. Russian language	2. BrE	3. AmE
4. Министр обороны	5. Minister of De- fence	6. Secretary of De- fense
7. Отделение	8. Section	9. Squad
10. Аэродром	11. Airfield	12. Aerodrome
13. Противогаз	14. Respirator	15. Gas mask
16. Грузовая автома- шина	17. Lorry	18. Truck
19. Антенна	20. Aerial	21. Antenna
22. Боевая группа	23. Battle group	24. Task force
25. Самолет	26. Aeroplane	27. Airplane

Military terms can lead to a semantic gap between both languages. Translators sometimes fail to convey all the nuances of military slang terms due to lack of awareness and being unaware of differences in norms and conventions between languages (in this case between Russian and English). Some examples are in the table below.

Table 2. Translation of English military slang terms

Bird	Вертолет, самолет
Heli	Вертолет
Snake	Вертолет огневой поддержки
Slick	Невооруженный вертолет
Dustoff	Санитарный вертолет, эвакуация больных и раненых вертолетом
Pig	пулемет М-60

The difficulty of overcoming the problem of translating specific terms is a major problem as some of these terms may not be translatable.

“In many cases dictionaries are of limited use, even the newest specialized dictionaries can hardly keep up with the pace of advance and development in science and technology and offer sound translations. Translating military terms is rather difficult, as there is often a lack of equivalents in ordinary dictionaries therefore dictionaries covering current language must be updated to reflect new words, and new senses of existing word. Military language is highly practical, loaded with technical terms.” (Mohammad F.H., 2016: 60). See table 3.

Table 3. Changes in translation of military lexical units

Russian	Old English variant	Modern English variant
Председатель	Chairman	Chair
Пожарник	Fireman	Firefighter
Военнослужащие	Servicemen	The military
Рядовые	Enlisted men	Soldiers
Радист	Radioman	Radio operator
Больные	Sick men	Patients

Military language makes it hard for the translators to understand and master the connotation and denotation of some terms. Inability to comprehend the language due to lack of knowledge of the source language or lack of proficiency which leads to misunderstanding of the intended meaning of terms which also leads to inaccurate translation. See table 4.

Table 4. Military terms and Russian translation

Term	Translation
Ammunition	Боеприпасы (снаряды и патроны)
Aviation	Армейская авиация (т.е. вертолеты)
Cavalry squadron	Разведывательный батальон
Fortifications	Укрепления
Mortar	Миномет
Tank	Чаще всего бак или емкость
Battalion	Дивизион
Commanding officer	Командир
Executive officer, chief of staff	Начальник штаба
Cavalry troops, reconnaissance company	Разведывательная рота

5. Recommendations

The findings of the study present a number of recommendations that can be useful and should be used by translators when translating military texts.

✓ Translation of military texts should be done by translators who are familiar with cultures of both languages (SL and TT), as awareness of the cultural context helps translators in conveying the right message.

✓ Military translators are recommended to do some research about the military lexical units they are going to deal with before doing their translations. It is important for translators to have the background information relating to the subject. When translators understand the background of the original, it provides them with some hints about the meaning and helps them better choose the word.

✓ Before starting the process of translation translators should read and analyze the text comprehensively to make sure that he correctly understands the text.

✓ Translators of military texts are recommended to keep up with current military terms and the development of technology.

✓ Dictionaries are not the only source to resort to in dealing with the meanings of military lexical units.

6. Conclusion

“A translator should be smart and intelligent enough to get the meaning accurately. Besides, the text type should be taken into consideration. The translator has to find out the meaning of military lexical units based on the context in which these terms are used. To translate these terms one should first understand those lexical units accurately, which is not so easy. Being a good translator means to understand the intended meaning of a linguistic utterance, and being proficient in the target language” (Mohammad F.H., 2016: 61).

A previous military experience with good knowledge of military language such as: names of ranks, weapons, meaning of orders. Using appropriate techniques of translating military lexical units will improve the level of translation. As translation is not simply transferring words with similar meaning in another language but of finding appropriate ways of saying things.

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CONCEPT FRIENDSHIP IN R. BRADBURY'S DANDELION WINE

Ekaterina V. Nagornova, Natalia V. Nikashina

*Foreign Languages in Theory and Practice Department
Institute of Foreign Languages
Peoples' Friendship University of Russia, Moscow, Russia
katya-nagornova@yandex.ru, nvnikashina@gmail.com*

Abstract: This study is dedicated to the ways representing the concept friendship from the cognitive linguistic approach, revealing meaningful characteristics on the basis of verbal objectification in R. Bradbury's *Dandelion Wine*. Analysis of lexical units, actualizing the concept scenario, allows us to identify the typical concept friendship characteristics in the text. Friendship in the author's *weltanschauung* is children's friendship. The research brings a new stream into Ray Bradbury's *weltanschauung* understanding.

Keywords: cognitive linguistics, concept friendship, lexeme friend, semantics, concept structure

1. Introduction

The category of concept relates to the interdisciplinary research area in linguistics: cultural linguistics, cognitive linguistics, semantics, sociolinguistics, psycholinguistics and other sciences. They consider this category from different viewpoints. It leads to a variety of theoretical approaches to the problem. World conceptualization in a literary discourse reflects not only world universal laws, but also individual ideas. The concepts study in a literary discourse is important. It helps to realize the ideological meaning in a literary text, to understand the mentality of the author's literary personality and the style. Croft and Cruse say that 'Generic concepts mostly function to identify and/or characterize individuals' (Croft, W., Cruse, A.D., 2004: 75).

The text concept sphere is the subject of interest of many researchers (Babenko, L.G., 2005; Galperin, I.R., 2007; Kubryakova, E.S., 1991; Stepanov, Y.S., 2004; Vorkachev, S.G., 2003). Although, it does not have a clearly fixed structure and a clearly

fixed mode of presentation. Meanwhile, each concept has a core and periphery.

The concept is a myth, a symbol, and a sign, or rather, a unity of an endless number of myths, symbols and signs. The concept is some virtual 'replacement' of the real *weltanschauung* of human existence by a certain set of symbols, signs, that is, by a secondary image. It is created by language means in communication. Any set of conceptual names – non-verbal or verbal – forms a text that is a formation that arises in the deployment and interaction of heterogeneous semiotic spaces and structures that can generate new interpretations.

2. Purpose of the study

This research focuses on the concept friendship study. In linguistics and cultural linguistics this concept is one of the least defined, whereas its significance and value is of high importance, because this concept reflects a complex system of spiritual, moral and ethical *weltanschauung* and the inner life of an individual. The research material is R. Bradbury's *Dandelion Wine* (first published in 1957). This poetic romanticized autobiography is imbued with a deep sense of nostalgia for childhood. The story is filled with the author's personal experiences, judgments and emotions, which make studying the text concept sphere especially interesting.

We try to present the concept as a reference, which determines the correlation between the reality of the communicative situation and those semiotic and semantic fields that exist in the text from the one side, the correlation between the author's *weltanschauung* and the English language world image.

3. Methodology

The following methods have been used: conceptual analysis of the text method, component analysis method, etymological method, method of mathematical processing of the text.

Firstly, we overview the presuppositions of the concept Friendship in R. Bradbury's *Dandelion Wine*. There are a lot of concepts which could be pointed in the novel. They are: life, death, loneliness, happiness, time, love, fear, family, and home. Each part in the novel *Dandelion Wine* has emotional and semantic significance; therefore, the conceptual space in the text of the novel is represented by a set of interrelated concepts, where the concept friendship is one of the key concepts. Secondly, it is confirmed by the existence of the direct lexical representation in the beginning – in the epigraph. It is the word friend. The whole story is dedicated to a friend, and, therefore, semantically to the friendship. Secondly, the analysis of the author's introduction to the novel shows that the notion friendship appears in the essay several times. Such words as friendship, friend John Huff, friends are used. Thirdly, the analysis of the key words is significant. Along with the lexemes friend, friends (frequency of use 12 and 14), the proper name John Huff is used 87 times. This is the name of the boy, who the author in the introduction has designated as his friend. Fourthly, the metaphor dandelion wine presupposes past events and experiences. It implicitly contains all the concepts, including the concept friendship because it is brought to the story title.

Thus, we can assert the presence of the concept friendship among the basic concepts in R. Bradbury's *Dandelion Wine*.

Secondly, the author's individual knowledge about the world forms a particular concept sphere of friendship, structured on the semantic field principle. The core is cognitive-propositional structure; the core zone is presented by the lexical representations, the close periphery – figurative/imaginary representations, and the further periphery – the emotional and evaluative meanings.

4. Findings

4.1 *The Core and the Core Zone*

The presentation of the concept friendship in R. Bradbury's *Dandelion Wine* provides the synthesis of all the contexts in which the key words are used. It is done in order to identify the intrinsic concept characteristics: attributes, predicates, associations. The thematically leading words and key sentences alternately put emphasis on the information in the text, come into harmony and contrast relations, mutually reinforce or neutralize each other. There are some important words to present the concept. These words occur in different lexical relations including synonymy, antonymy, morphological derivatives, semantic derivatives, and relations, in which the words belong to the same semantic group. This lexeme group includes: friendship/friendships, friend, friends, friend John Huff, John Huff, close friends, friendly, enemy, enemies, childhood, children, dandelions, dandelion wine, past.

In the novel the key words friendship, friend, John Huff, which together are used in the text 126 times, form the concept sphere friendship center. These words come in close paradigmatic and syntagmatic relations with some other words with general semantics. It allows to simulate the concept sphere structure in the novel. Analysis of all the contexts, revealing the author's personal views about friendship, allows to compile them and present the concept sphere friendship as a field where it is possible to point out the core (basic cognitive-propositional structure), the core zone (the main lexical representations), the close periphery (figurative associations) and the further periphery (subject-modal meanings).

The concept sphere core is the generalized cognitive-propositional structure: the subject of friendship – the predicate of friendship – the source (cause) of friendship – the position of revealing friendship – the attributive characteristic of friendship. The positions of the cause and effect of friendship represent dependent predicates, because of the concept friendship complexity.

The concept cognitive-propositional structure is formed on the basis of a set of homogeneous elements with common integrated and significant differential features. This is a special structure for representing knowledge related to the concept friendship in the novel. To describe the cognitive-propositional structure it is necessary to study the contexts containing predicative words in the concept semantic field.

The core zone consists of the main and most typical lexical representations of the concept friendship cognitive-propositional structure. Generalization of the basic options of the lexical representations highlights the knowledge, which is included in the text concept sphere friendship and displays the author's individual idea of friendship.

Subject Position of Friendship. In the novel Bradbury describes the events in one summer from his childhood which he spent in a small town in Illinois, the people that surrounded him, the relationship with these people, including children's friendship. Judging by the emotional content of the text relevant parts, his friend John Huff is one of the most important figures. The subjects of friendship are the story main character Douglas Spaulding, a twelve-year-old boy, and his friend of the same age, John Huff.

Predicate Position of Friendship. It is realized by the main possessors of the ideas of friendship: friendship(s), friend(s). In the novel on the level of predicate the concept friendship is mainly represented by the lexeme friend. Semantic synonym for the word friendship is the noun love. Antonym for the lexeme friend is the word enemy. The semantic polarity of these terms indicates the strong emotional value, which the concept friendship possesses in the text. It also emphasizes the great personal importance of the notion friend in the boy's inner world. It shows childish categorical division of the world into friends and enemies, the desire to be with those whom the boy considers friends. Thus, the specificity of the concept friendship in the novel is that it is not represented by the large number of direct predicates.

Causes Position of Friendship. It is one of the most important positions because it demonstrates the motivational side of the character's friendship, allows to penetrate into its essence.

The combination of lexemes the only god reflects the essence of the notion friend for the main character. The friend is his idol, who has all the main values (knowledge, abilities, mental qualities and even appearance) from the twelve-year-old boy's view point. This reference point in his inner world is a point of development to which he aspires. Friend for Douglas is the model with all the boyish qualities of perfection. This content reveals a dominant thematic meaning of the notion friend. Thus, the cause of friendship for the main character is the desire to have the appreciated qualities which his idol has.

Revealing Position of Friendship. The author depicts the nature of the friends' communication. He describes the way the boys spend time during their summer holidays, their entertainments: racing along the railroad tracks, scorching their ears on the hot steel rails, hearing trains so far away, enjoying their sandwiches, playing hide-and-seek. The children talk about thousands of different things that touch their imagination, about their future. Also, close friends share their secret feelings, emotions, and fears with each other.

Thus, in the manifestation of friendship the author shows its childish specificity, the companionship nature, typical for twelve-year-old boys, spending summer in a small provincial town in America in the twenties of the last century. This friendship is shown in the boys' communication, in a joint active cognition of the surrounding space, in cooperative games in which they learn the norms and rules of the human communication, play future adult roles and dream about their future. They share emotions and experiences, learn to trust each other and the world. Thus, they develop intellectually and emotionally in a circle of people who they choose as friends.

The Attributive Characteristic of Friendship. In the novel *Dandelion Wine* the position of attributive characteristic is im-

plemented by the author with the help of a number of synonyms. They are: old and true friendships, friendship of the old days, most decidedly the friend, near friends, my friend, my friend from my childhood, a good friend, and a grateful friend. With these attributive lexical representations, the author fills the semantics of the concept friendship with the following content: uniqueness; the childhood specificity; high personal relevance of the lexemes friendship and friend; attachment to each other; a positive emotional perception of each other, which is evident from the epithets; a sense of nostalgia for the bygone days of the childhood and for the special sincere friendship which can only be in the childhood.

Thus, summarizing the results of the analysis of the concept friendship core and core zone, the following conclusions can be made. The concept sphere friendship is not represented by numerous predicates: lexeme friendship, and its primary etymological component, the lexeme friend. Measures of their use frequency in the text have low values. The concept is characterized by the specific features of childhood, sincerity, uniqueness, emotional intimacy and nostalgia; its subjects are two twelve-year-old boys. Semantically, this concept has several layers: the primary is the presence of a peer-friend, an idol of a friend. In this friendship the boy develops his personal preferred characteristics: empathy, sincerity, unselfishness, and understanding. All of them are the concept friendship semantic components, which the etymology and dictionary definitions of the word friendship have, but which stay in the background of the concept semantic components in the narrative.

4.2. The Close Periphery and the Further Periphery

The close periphery is formed by imaginative nominations of friendship. In the paradigm of the text visual images of the concept friendship, as well as of the lexeme friend (the main semantic component of the concept), there are several patterns.

Firstly, these are the images that reflect the protagonist's feelings towards his friend and are associated with the presence of the friend in the boy's life. Warm vivid nature images are semantically filled with the main character's positive emotions, associated with the presence of the friend in his life. Their relationship is reflected in the images of the sun, a candle, a bright lamp. They fill the concept friendship with the semantics of light and heat. These are the images of purity, and world perfection, its finality, there is nothing superfluous or lacking. It is a state of a twelve-year-old boy's happiness, his friendship feelings, waves of warmth and joy in which he bathes. The meaning of friendship is also shown by the beauty of nature, summer, warmth, brightness in order to maintain the semantics of the concept friendship in the text. Friendship for the boy is a happy emotional environment, as well as the sun and the nature that surrounds him physically.

Secondly, the text contains the nature images associated with the upcoming parting with a friend, which is also semantically related to the friendship notion: a cloud crossing the sky, the sun making large trembling shadows, the fire and trains image. The boy's sorrows caused by the separation with a close friend, are transmitted through the nature images. It suddenly becomes cold, dark, turned into an ice cave. There is a metaphorical huge fire image, which is crackling under the friends' feet, warming happy and stable world of their relationship – in a few hours they will part and no one knows when they will meet again. The metaphorical image of the speeding train, which bodes the parting is the anticipation of changes in life, gaining new values, becoming adults. Destruction of the old, the emergence of something new, it is a phase which reflects the crises of development, transition. By these metaphors the author introduces in the semantics of the concept friendship the element of its disappearance, dissolution, and the touch of sadness.

Thirdly, the text presents quite a large group of images associated with the situation where the friend has already left. The

images of empty paths and lawns where friends used to play convey the protagonist's mental devastation and the sudden loneliness that he feels after his friend's departure. The long lasting blast of the receding train is a sign, a symbol of the friend's parting, it sounds like a farewell from afar. Other images also show the same mood: the large light bulb that someone is gradually extinguishing, the darkening sky, the darkness, and the disappeared, melted world. These images fill the semantics of the concept friendship with notes of emptiness, loneliness, loss of something personally important, and the whole world vanishing, which meant friendship for the boy.

Special attention should be given to the statue image. Originally, this story, which later became a part of the whole novel *Dandelion Wine*, was called *Statues*. It is the children's game often played by the town boys. Also, statues are marble figures that Douglas once saw in the museum. In the statue metaphorical image Douglas Spaulding's emotions at the moment of saying goodbye to the friend are described as follows,

(1)'And then he felt himself walking across the lawns among all the other statues now, and whether they, too, were coming to life he did not know. ...he himself was only moving from the knees down. The rest of him was cold stone, and very heavy. Statues are best, he thought. They're the only things you can keep on your lawn.' (Bradbury R., 1957)

It means that a friend can be a statue in a game, obeying its rules. Beyond the lawns where games are played there are other patterns on which friendship depends. A friend is not a statue, not only a playmate. A friend is an emotionally close person, parting with whom worries Douglas so much that he becomes an emotionless statue. Friendship is a fragile substance that does not always depend on the willingness to be friends: it can freeze and stop, it is from the broader world of human relations. All this completes the semantics of the concept friendship in the text.

It is necessary to consider one more essential for realizing the semantics of the concept nomination. The title *Dandelion*

Wine is a metaphor, the core image of the novel, which incorporates all its content, including notions of friendship and a friend. The direct meaning of the semantics of the dandelion wine image can be expressed in the following words,

(2) 'It'll never be over. I'll remember what happened on every day of this year, forever.' (Bradbury R., 1957)

It should also be noted that in the part devoted to Douglas's friend John's description, we find lexical representations that are semantic derivatives of the metaphor dandelion wine. They confirm its cross-cutting nature in the text and the importance in the semantics of the concept friendship. Dandelion wine – all the events that happened in the boy's life over the summer, including friendship, John Huff's personality, and all the days they spent together. Their separation is riddled with pain and devastation. Dandelion wine is a metaphorical image of the memory that stores all these warm, golden, and sunny events. And the wine that was bottled the day of parting with the friend is not darker or dimmer than the bottle, corked at the merriest time. The glass of children's friendship with all its joys and sorrows is magic: the world seen through it changes, comes to life and becomes sunny. Thus, the analysed concept and its main lexical representation friend are filled with a sense of infinity: that is what it was, is and will be in the memory for ever. Friendship has a high personal value and emotional activity; it is associated with warm, bright feelings. The concept also contains a hint of nostalgia and sadness for the bright, gone forever days of the childhood.

Thus, the concept friendship close periphery is presented by the variety of figurative lexical representations, which are much more numerous than the concept predicates. This fact determines its specificity. All figurative lexical representations can be divided into three groups, reflecting the concept content on the basis of the friend's presence in the boy's life – figurative lexical representation, reflecting the situation with a friend; figurative lexical representation, reflecting the threat of termination in this situation, and lexical representations of the parting moment with the

friend. Friendship is a happy, perfect, and complete microcosm. This world is destroyed if a close friend is forced to leave, personal significant guidelines are lost, and the connection between the past, present and future is disrupted. The images presented in the text also fill the concept with semantics of something unique and transient, and ending the recessionary. Besides, the text contains two bright figurative lexical representations: statues and dandelion wine, distinguished by the fact that, firstly, they are the titles and secondly, they highlight the author's individual interpretation of the concept friendship in the novel. They semantically enrich it with such notions as: high subjective importance of friendship for its members, the inclusion of friendship in other life relations, inability to control or stop the relationship at a certain point in development. In addition, the concept is filled with the meaning of infinity; kind childhood; warm golden sunny memories which enliven all around. It is filled with semantics of nostalgia and bright sadness for the bygone days, but continuing to live in memory. The metaphor dandelion wine occupies a leading position in the author's individual interpretation of the concept friendship in the novel.

4.3. The Further Periphery

The concept further periphery represents the emotional and evaluative meanings. This knowledge is derived from the semantics of emotional and evaluative words in the text, from the system of figurative means and stylistic devices. Implicathemes represent this knowledge. The further periphery is formed by the author's arguments, events descriptions, actions, and the main characters' speech.

The author presents the friendship between two characters, twelve-year-old boys: Douglas Spaulding, the protagonist, and his friend John Huff. The emotional assessment of friendship between the boys is given by the author by the description of the characters' feelings and of their behavior and emotional reactions in their speech.

Firstly, it is necessary to focus on contexts that relate to Douglas Spaulding's emotional experiences, when he is with his friend. The author describes happiness and sense of the world excellence which the boys have when they are running outside the city – a feeling that this will last forever. In his heart, Douglas is filled with joy, as though he rides a spirited steed and the whole world stretches in front of him. The author reveals the emotional content of friendship for Douglas – to perceive the world together with the friend, to feel and experience what happens in this world together.

Then come the contexts which reflect Douglas's emotions, when he learns that his friend has to leave in a few hours, forever. He misunderstands, does not believe and at first just does not hear the words, completely rejects this sudden and destructive news. The author conveys Douglas's emotions with the help of the dialogues interspersed with the author's descriptions of the boy's behavior:

(3) 'John Huff had been speaking quietly for several minutes. Now Douglas stopped on the path and looked over at him. "John, say that again". "You heard me the first time, Doug". "Did you say you were—going away?"' (Bradbury R., 1957)

The boy is so stunned that he cannot even understand that there can be the future where there is no friend. Douglas believes that his life, all those games should be with his friend. After all it was so, it is so and it always should be so. The near future events are considered as possible only in the friend presence; the future is the time with the friend:

(4) "'Tonight!' said Douglas. "My gosh! Tonight we were going to play Red Light, Green Light and Statues! How come, all of a sudden? You been here in Green Town all my life. You just don't pick up and leave!"' (Bradbury R., 1957)

In the boy's speech we can highlight the features of child-centeredness, when the child perceives himself as the world center in which he lives and assesses his activity as the most important, which is the factor of his personal development. Friend-

ship refers to the childhood world not only on the formal age basis of its subjects, but also it is endowed with the childhood specificity.

A set of dialogues and actions help to convey the excitement, fear, bitterness, and confusion from the upcoming loss. In the heat of these emotions Douglas is trying to cope with the future events in different ways. He tries to reduce the distance between them, to imagine that the friend does not go very far away and they will often see each other; thus, he tries to make a positive future image. Another way is to talk about all the things that they would discuss for several months in the future, thus they would stock up on friendship. Douglas wants to play the situation as if the friend has returned. Exclamation marks, interjections convey the boys' strong emotional experience:

(5)'My gosh, if you're going away, we got a million things to talk about! All the things we would've talked about next: month, the month after! Praying mantises, zeppelins, acrobats, sword swallows! Go on like you was back there, grasshoppers spitting tobacco!' (Bradbury R., 1957)

Realizing that this is the last day they spend together, Douglas notices how fast the time flies. Douglas is stunned by this discovery, seeing as it slips through his fingers and their friendship does the same. The boy finds out that time can be both objective and subjective. He reveals the way to slow down the time, stretch it in order to spend more time with his friend. Douglas tries to deceive John – insensibly sets the clock back. The boy tries to do the impossible: to take the time under control – this again points to a feature of children's perception of the world and its laws, to child-centeredness of friendship.

Another way which Douglas finds in desperation when there are only a few hours before the parting is the Statue game. Douglas tries to use the game rules in their friendship. The boy, willingly taking on the leading role, makes an attempt to 'freeze' the friendship. Douglas's emotional assessment is presented in his speech and movements:

(6)“I absolutely command you to stay here and not move at all for the next three hours!... Freeze!” said Douglas. “Not a muscle, it’s the game!” (Bradbury R., 1957)

The next layer of emotions associated with friendship is the immense feeling of emptiness and loss which Douglas experiences at the parting with the friend moment. It is transferred in the text by the contexts, describing the internal character’s feelings, the external emotional response and his speech:

(7)‘Douglas felt John walking around him even as he had walked around John a moment ago. He felt John sock him on the arm once, not too hard. “So long,” he said. Then there was a rushing sound and he knew without looking that there was nobody behind him now. Far away, a train whistle sounded’. (Bradbury R., 1957)

The boy hears loudly as if it is a sound from outside, his heart is beating, and he feels and sees nothing. He is under the stress of great emotions because of friend’s disappearance from his life. The character’s external emotional reactions reveal his extremely negative assessment of the parting event. Emotions are spilling out, the heart is pounding, but he does not want to hear it beating. The situation is so tense for Douglas that he takes offence and rejects his friend when he leaves. Rage and anger erupt. After the emotional outburst he seems petrified:

(8)‘He stood on the porch, his mouth gasping and working. His fist still thrust straight out at that house across the street and down the way.... “I’m mad, I’m angry, I hate him, I’m mad, I’m angry, I hate him!”’ (Bradbury R., 1957)

Douglas has taken so many attempts not to part with his friend, but all in vain, and he concludes that friends are not necessary, that parting with them hurts so much. Better than friends can be someone who will never leave, someone who can be held – statues. Thus, by the vividly written emotional scene of parting during the Statues game the author, like litmus paper, sums up the perception of friendship and friend by the main character. Slow photographic feeling reflects the state of emotional stress of the

boy who suffers the loss of the friend. Everything he sees and hears at the parting moment sinks into his mind. He uses the game and the power that he has in the game to stop the friend, but he is powerless over time and life. He cannot believe that the retreating footsteps behind him are the leaving friend's steps. He hears them, but they do not cease – his heart is beating the rhythm of the steps, trying to muffle them. He is just stunned; he turns into a stone that feels nothing. The author describes the boy's emotional and physical reactions as automatic, they happen against his will, the legs walk by themselves, the mouth shouts itself, the fist rises by itself. The boy cannot accept parting with his friend and screams to the darkened sky that John is his enemy now, and the statues are better than friends, because only an enemy can hurt like that, and the statues cannot. The boy has no emotional strength to leave his friend, the only way to survive is to call his friend an enemy and say that their friendship is over. Douglas repeats again and again that he hates his friend, but it sounds unnatural. The word enemy pronounced by Douglas is semantically opposed to the word friend. This contrast of values also emphasizes the emotional intensity and importance of relationships with friends in the protagonist's life.

This situation influences Douglas deeply; it becomes the turning point in the boy's life. Later he writes in his notebook that people cannot be relied on:

(9)'YOU CAN NOT DEPEND ON PEOPLE BECAUSE ... they go away ... FRIENDS AND NEAR FRIENDS CAN GO AWAY FOR A WHILE OR GO AWAY FOREVER ...' (Bradbury R., 1957)

The graphon underlines the significance of the words meaning in the text, and consequently in the semantics of the concept friendship. It sounds like the reconsideration of the childhood values, the transition into the interim period which is between childhood and adulthood, the period with categorical maximalist formulations.

There are emotional and evaluative meanings that are connected with Douglas's friend, John Huff, the second subject of the concept. It is necessary to look at the contexts that contain John's perception of the events and that describe his reactions. They are not so numerous but they are very receptive for emotional content. In addition, this character appears in some way the author's second subpersonality. In the introductory essay the author writes that being a twelve-year-old, he left his native town, his friends and suffered a lot. Therefore, this character's analysis in the context of emotional and evaluative meaning of the concept friendship seems necessary.

To reflect John Huff's emotional experiences, the author does not describe his feelings and thoughts, but his behavior and speech. It is necessary to consider the situation when John tells his friend Douglas that he has to leave. He quietly says about it not only to the friend, but more to himself, seriously taking and showing the ticket, and he looks at it himself as though making sure that he leaves soon. He uses short phrases, responds only to his friend's questions and then keeps silence.

John guesses about his departure. He is not sure at first, he tells about it only on the day of the parting, when it is finally decided. He does not want to overshadow his life by this sad news, hoping that maybe everything will change and remain the same; he does not want to sever ties with the place where he was born and grew up, with his friends. When he realizes the inevitability of parting, he tells his friend about it. John becomes thoughtful and short-spoken. Unlike his friend, John's emotional experience of friendship is more mature. Douglas, to cope with the devastation in his soul, could not resist and recorded John in the list of his enemies. John consciously says that they will always be friends, despite the circumstances and the distance separating them. Still John is depressed and scared. He has been saying goodbye to the town in his thoughts for a few days. He considers carefully everything that surrounds him. John discovers that he did not notice some things at all, they always were there, but he

did not see them. He is afraid that he could miss a lot more, maybe the most important. Everything that happens to John in this town is very valuable, including friendship with his peers. If the departure is inevitable, and all around him cannot be taken with him, so at least the memory of it can always be in his soul. He is in panic that he might have missed something. In addition, John desperately doubts that memory can save the way he has lived all this time because a lot of things have been either not noticed, or just forgotten. If you do not remember something, so it has not existed, so you have not lived, so there have not been any relationships that bind you with others, there has not been any friendship or friends. It is like the friend melts, disappears, and dissolves in his eyes. There is a loss of connection between the past and the future because the past goes to oblivion, and the future is still unknown. John says goodbye to himself, not only to his friend. And he tries to cope with this nothingness with Douglas's help. He asks him only one thing: not to forget him. After all there is only what is reflected in the people's eyes and minds. And the final scene of the friends' parting is different for John. It is very difficult for him to make the last step to leave, to disappear from the world of friendship. He also chooses the Statues game, but not to stop his friend, as Douglas does, but to say goodbye to the friend. It is emotionally difficult for John to live through the moment of parting, he does not know how to cope with it, and the game is the only way to do it. In order to look at the friend once again in silence when no one distracts and to try to remember all the details, he goes around his friend's frozen statue. John wants to remember, thus save the image of the friend and friendship in his heart. John, unlike Douglas, understands the inevitability of what is happening, his emotions are stronger, introverted, and deeper, they are not only emotions, but also the understanding of these emotions, it makes John's feelings more mature than Douglas's. Thus, friendship for John is life. A friend is a proof that you are alive. The notion friendship for John is filled with emotional experiences of several ideas. Firstly, emo-

tions caused by parting with the friend. Secondly, the deeper, more mature experiences related to the understanding of the inevitability of what is happening, to the loss of his past, the struggle to keep friendship alive. Thirdly, the emotions associated with the friend's understanding of the experiences, not just his own. In general, it is more mature perception of friendship. John's experiences fill the concept friendship with this new additional semantic content.

It is necessary to mention the presuppositions in the novel and to note the author's words in the introduction:

(10) 'Was there a real boy named John Huff? There was. And that was truly his name. But he didn't go away from me, I went away from him. But, happy ending, he is still alive, forty-two years later, and remembers our love'.

(11) 'I borrowed my friend John Huff from my childhood in Arizona and shipped him East to Green Town so that I could say good-bye to him properly'. (Bradbury, R., 1957).

Identifying himself with Douglas, the author in this particular situation describes John's emotions, as those which he has experienced himself. Emotions associated with the parting with the friend are so important for him that he carried them through the years. The memory of those past events, which happened in his home town to him and his friends that he tried to reflect in his novel, is vivid and alive.

Thus, the further concept friendship periphery is represented by the contexts that contain emotionally colored meanings. These contexts describe the emotional evaluation of the concept friendship subjects – Douglas Spaulding and John Huff.

The author uses lexical representations of the characters' external emotional responses. They are given in the form of dialogues and descriptions. Lexical representations of the friends' inner experiences are presented in a smaller amount. The overwhelming number of contexts conveys the emotional content of a parting period. The subjects of friendship's emotional experience in the parting situation is an indicator highlighting the meaning of

friendship for the friends, and the semantics of the concept friendship in the novel as a whole. It makes the further periphery the dominant in the concept structure. The deep experience of the characters' parting situation shows that friendship is filled with the following semantic components: it has a high value for both friends; it is a world in which they live; it is an element of their future. The semantics of the concept friendship is dynamic: it is characterized by the transition from children's content features to a more mature reinterpretation. It contains the features of the crisis – the emotional transition to another stage in its development.

5. Discussion

Thus, summarizing the results of the conceptual analysis of R. Bradbury's *Dandelion Wine*, it can be concluded that the author's *weltanschauung* about the world forms a particular concept sphere of friendship, structured on the semantic field principle. The core is cognitive-propositional structure; the core zone is presented by the lexical representations, the close periphery – figurative/imaginary representations, and the further periphery – the emotional and evaluative meanings.

The semantics of the concept friendship in the novel can be represented by the following groups: a group of general content components, the group of dynamic components, the age group of components and a group of emotionally-valuable components.

The group of general content components includes the following semantic components: the microcosm, the space of existence; the emotional, sensuous, and semantic perception of the surrounding world through the joint activity; the factor that sets guidelines for the interpretation of the world; emotional development of the friendship subjects; the space with the subjective time; the substance connecting the subjective time; the element from the other relationships; the unique phenomenon associated with the friend's individuality; the relationship of high personal importance; the factor of deep and opposite emotional experienc-

es (happiness and fullness, misery and desolation); the confirmation of the friendship subjects existence.

The age group components of the concept friendship in the novel includes the following semantic components: firstly, the specificity of childhood with children's egocentrism, immediacy of emotion, categorical judgments; secondly, the transition to a more mature state, to understanding emotions and their mediation, to reflecting the emotional state of a loved one.

The concept dynamic component group in the novel includes the following semantic components: the dynamics of development; the crisis, the transitional stage in the development; changes in the semantic and emotional content.

The group of emotionally-valuable components includes the following characteristics: friendship is an element of personal experience; friendship disappears over time, but lives in the memory, it is the synthesis of the past and present; friendship is endless due to memories; friendship is a part of the childhood, it is bright, pure; friendship has high emotional activity: it can recollect emotions through the years; friendship is an object of high personal significance for the author; friendship is characterized by the high value of the friend's personality, not fading with years and distance.

The semantic content of the lexeme friend, as the basic lexical representation and the micro concept of the concept sphere friendship in the novel is important. The lexeme has the following semantic components. A friend is the system factor of friendship; the one with personally meaningful values; the prism through which the world perception happens; the idol who sets the guidelines; the unique, emotionally significant person, the object of affection and trust; the element of the present, past and future in the subjective world of the person for whom he is a friend; the emotionally close person, able to understand the inner world.

In conclusion, it should be noted that despite the presence of all concept friendship structural components in the novel, lexi-

cal representations within its core are not numerous. The further periphery is the dominant zone, which reveals the individual specifics of the author's semantics of the concept friendship in the novel.

Thus, we can assert that concept is a set of different level elements united to indicate a certain *weltanschauung* element, determined by a number of parameters.

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THE ISSUE OF INTERPRETATION OF THE CHILDREN LITERATURE: LEVELS OF THE ADAPTATIVE TRANSLATION (BASED ON THE «JUNGLE BOOK» BY J.R. KIPLING)

Anastasiia V. Gereeva

*Institute of Foreign Languages
Peoples' Friendship University of Russia, Moscow, Russia
malenkirai1995@mail.ru*

Abstract: The given article is dedicated to the issue of an adaptation of the children literature. The main aim of the work is to determine the concept of «adaptation» and to describe this phenomenon at the lexical, grammar and stylistic levels. The actuality of the given issue is explained by the fact that an adaptation is not clearly defined in the literature on the practice and theory of translation. Nowadays, such researchers as A.P. Stanislavsky (2015), V.V. Demeckaya (2007), Y.I.Retsker (2007), L.S.Barhudarov (1975), A.D.Shveicer (1988), studied some aspects of the adaptation translation. The relevance of the topic is determined by the necessity to improve the practice of adaptation of the literature for the children. Considering an adaptation as a type of translation on the base of the «Jungle Book» by J.R. Kipling, the following conclusions were made. The table of the types of adaptation presents the lexical, grammar and stylistic levels of adaptation. The notion of «complete adaptation,» which means a combination of several types of adaptation, is also introduced. The Figure 1 and 2 demonstrates this phenomenon the «complete adaptation».

Keywords: adaptative translation, practice of interpretation, translation of literature for children, levels of adaptation, complete adaptation, stylistic adaptation, lexical and grammar adaptation

1. Introduction

The given article is dedicated to the issue of an adaption of the children literature. The primary purpose of the work is to define all the levels of the translation adaptation on the base of the «Jungle Book» by J.R. Kipling.

The role of adaptation translation is rarely discussed in the translation studies. Meanwhile, the issue of adaptative translation was an essential object in the Soviet and post Soviet studies.

Nowadays, such researchers as A.P. Stanislavsky (2015), V.V. Demeckaya (2007), Y.I. Retsker (2007), L.S. Barhudarov (1975), A.D. Shveicer (1988), studied some aspects of the adaptation translation. The relevance of the topic is determined by the necessity to improve the practice of adaptation of the literature for the children. Considering an adjustment as a type of translation on the base of the «Jungle Book» by J.R. Kipling, the following conclusions were made. Our analysis of an adaptation interpretation was carried out on the base of the children piece of literature «The Jungle's Book» by R. Kipling.

Therefore, the actuality of the given article is explained by the necessity to improve the practice of the adaptation translation of the children literature for the young readers more effectively.

2. Objectives/Purpose of the study

The work is aimed at:

- To give a notion of «an adaptation» and «an adaptative translation»;
- *To consider all the types of adaptation;*
- *To describe the peculiarities of the adaptative translation practice on the base of the «Jungle's Book» by J.R. Kipling;*
- *To describe the process of adaptation at the lexical, grammar and stylistic levels.*

3. Methodology and sub headings

The issue of an adaptation is the subject of lively discussions in the translation practice and theory literature.

L.L. Nelyubin defines the concept of «adaptation» as «the translation approach of giving the adequate matches to the language units in the foreign language, describing them to make the impact on the reader» (Nelyubin, L.L., 2003:106).

V.V. Demeckaya understands by the term «adaptation» a simplification of the units of the foreign language to adapt the text for the little readers (Demetskaya, V.V., 2007: 109).

Some of the researchers consider an adaptation as an unuseful type of interpretation. A.V. Fedorov in his work «Fundamentals of the General theory of translation» (Fedorov, A.V., 2002:90) entirely excludes the significant role of adaptation in the process of translation. R.K. Minyar-Beloruchev develops the Fedorov's statement saying that it's essential to transmit the same appropriate forms and stylistic effects in the process of conversion (Minyar-Beloruchev, R.K., 1996:110).

On the other side, Y.I. Retsker in his work «Theory of translation and translation practice» (Retsker, Y.I., 2007:98) avoids using the term «adaptation» denoting this type of translation as «retelling.»

L.S. Barkhudarov considers the translation as «interlanguage transformation,» identifying it as a kit of transformations – permutations, replacements, additions, omissions (Barkhudarov, 1975:16). He doesn't determine an adaptation as an independent type of translation.

The term «an adaptation» is accepted by A.D. Schweitzer, who defines all the types translation as «a linguistic mediation» (Schweitzer, A.D., 1988:67), but he notes that such modifications are permissible only within certain limits.

V. N. Komissarov gave the concept of adaptation in her study on the theory and practice translation (Komissarov, B.N., 1990:50), denoting it as «a kind of linguistic mediation, which is entirely focused on the foreign-language original» (Komissarov, B.N., 1990:43). However, we can conclude that a translator can give several versions of interpretation which can be more or less adaptive ones.

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4. Result/Findings

The analysis of the adaptative translation of the «Jungle's Book» by R. Kipling has shown the following.

1. The process of linguistic adaptation at the lexical level supposes lexical transformations and omissions. These two vec-

tors of adaption can lead to the adapted for the little children text. The failures were founded (see Table 1).

Table 1

<u>It was seven o'clock</u> of a very warm evening in the Seconee hills when Father Wolf woke up ... (Kipling, The Jungle's Book).	<u>...</u> В Сионийских горах наступил очень жаркий вечер. Отец Волк проснулся ...	Omission: impersonal grammar form it was seven o'clock
Mother Wolf lay with her big gray nose dropped across her four tumbling, squealing <u>cubs</u> , and the moon shone into the mouth of the cave where they all lived (Kipling, The Jungle's Book).	Волчица Мать лежала, прикрыв своей большой серой мордой четверых барахтавшихся, повизгивавших <u>волчат</u> , а в отверстие их пещеры светила луна.	Concretization: cubs ≥ wolfs in Russian variant

Therefore, the primary trend in the process of lexical adaption is a simplification and concretization.

2. At the grammatical level the general vector of adaptation is a substitution of the more complicated grammar structures for more simple ones (see Table 2).

Table 2

<u>It was</u> the jackal—Tabaqui, the Dish-licker—...	<u>Говорил</u> шакал Табаки, лизоблюд.	Simplification of grammar forms: impersonal past indefinite ≥ the simple past
... and the wolves of India despise Tabaqui because he <u>runs about making</u> mischief, and telling tales, and eating rags and pieces of leather from the village rubbish-heaps (Kipling, The Jungle's Book).	Волки Индии презирали Табаки за то, что он всем <u>причинял неприятности</u> , сплетничал и поедал тряпье и лоскутья кожи на сельских свалках мусора.	Simplification of grammar forms: verb +participle I ≥ other verb in the past

As we see, an adaptation is acquitted for the children comprehension. The phenomenon of the grammar adaptation was created as substitution of the poetic and complicated constructions for the simple concrete ones.

3. An adaptation was lead as the transformation of narration from the stylistic impact into easy comprehension of the text. Some stylistic devices are omitted in the process of adaptation (see Table 3).

Table 3

"I have heard now and again of such a thing, but never in our Pack or <u>in my time</u> ," said Father Wolf (Kipling, The Jungle's Book).	– Я слышал, что такие вещи случались, только не в нашей стае и <u>не в наши дни</u> , – ответил Отец Волк.	Concretization: in my time ≥ nowadays
A Wolf accustomed to moving his own cubs can, if necessary, mouth an egg without breaking it, and though Father Wolf's jaws <u>closed right on the child's back</u> not a tooth even scratched the skin as he laid it down among the cubs (Kipling, The Jungle's Book).	Волк, привыкший переносить своих волчат, в случае нужды может взять в рот свежее яйцо, не разбив его, а потому, хотя челюсти зверя <u>схватили ребёнка за спинку</u> , ни один его зуб не оцарапал кожи маленького мальчика.	Emphatization: neutral form "closed" was substituted for the more expressive one which can create more significant impact at the children

4. The analysis let us distinguish in the given piece of literature such phenomenon as the complete adaptation (see Table 4).

Table 4

Directly in front of him, holding on by a low branch, stood a naked brown baby who could just walk—as soft and <u>as dimpled a little atom as ever came to a wolf's cave at night</u> .	Как раз против волка, держась за одну из низких веток, стоял маленький, совершенно обнажённый, коричневый мальчик, только что научившийся ходить, <u>весь мягонький, весь в ямочках</u> .	Omission + lexical transformation: a metaphor "as dimpled a little atom" was changed by simple adjective + omitted "ever came to a wolf's cave at night"
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The reason the beasts <u>give among themselves</u> is that Man is the weakest and most defenseless of all living things, and it is unsportsmanlike to touch him.	Однако между собой звери <u>говорят</u> , что <u>Закон запрещает</u> убивать человека, потому что он самое слабое и беззащитное из всех живых созданий, и, следовательно, трогать его недостойно охотника.	Substitution + addition of the lexical unit: lexical substitution of the more poetic unit for the simple one + introducing the lexical unit
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The general narration is translated as more explicit and concretized text adopted for the little readers.

The given work can be used for the further research of an adaptation as a type of translation. In the article we provide a typology of adaptation. All the results are summarized in table 1 and Figure 1, where all the levels of adaptation are presented.

Table 5. The levels of adaptation of the literature for the children

Levels of adaptation				
Lexical adaptation		Grammar and syntactic adaptation	Stylistic adaptation	
lexical transformation	Lexical omission	Omission or substitution of grammar forms	Substitution of stylistic forms or devices	Addition of stylistic devices

As it was presented in the table, the process of linguistic adaptation is put out at the lexical, stylistic and grammar levels. We can also conclude the following:

- An adaptation at the lexical level supposes lexical transformations and omissions. Therefore, the primary trend in the process of lexical adaption is simplification and concretization.
- At the grammatical level, the general direction of adaptation is a substitution of the more complicated grammar structures for, the more simple ones.

- An adaptation is lead at the transformation of narration from the stylistic impact to easy comprehension. Some stylistic devices are omitted in the process of adaptation.
- The analysis let us distinguish such phenomenon as the complete adaptation (Figure 1,2).

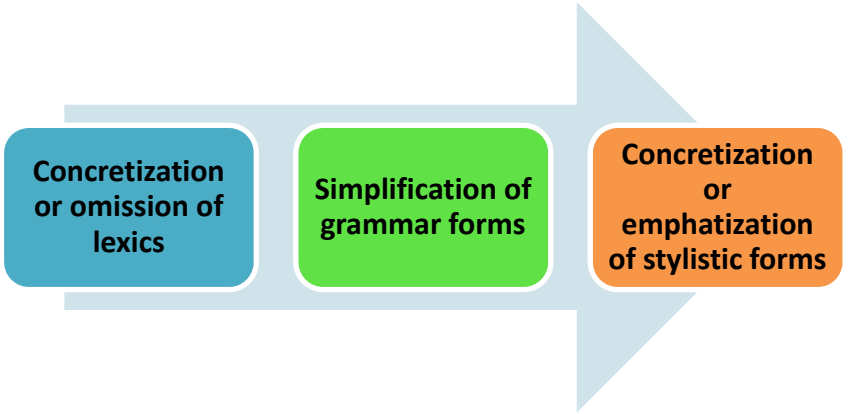


Figure 1. The process of the complete adaptation of the children literature

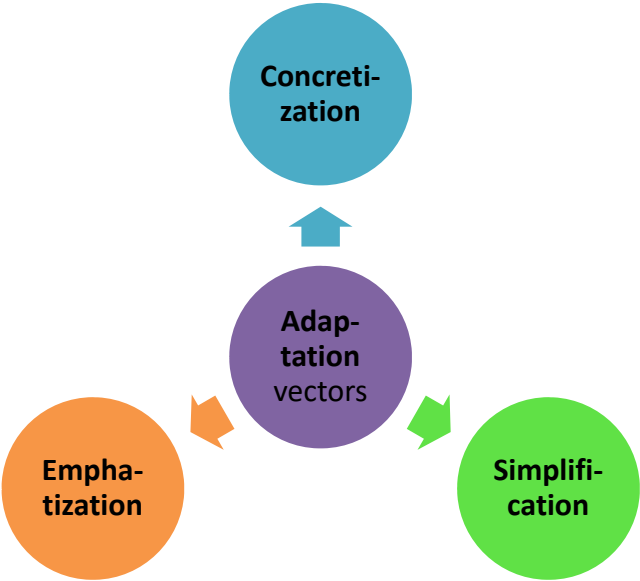


Figure 2. The vectors of adaptation

5. Discussion

An adaptive interpretation is a type of language mediation, which is aimed at the transmission of specific information from one language to another such as all the other types of translations. In the whole, the task of the translator is to create the text close to the original in stylistic and linguistic meanings. But the form of adaptation is different. «The specificity of the adaptive translation is determined by the orientation of language mediation on a specific group of the receptors» (Stanislavsky, A.P., 2015).

As we know, the authors define the translation texts for the adults, youth and complex scientific books for non-specialists. There are two types of adaptation translation: stylistic and pragmatic adaptation. A stylistic adaptation, according to Komissarov, is used «when the interpretation demands the same specific stylistic means of presentation in the foreign language»; as well as a pragmatic adaptation is «focused on achieving the same meaning» (Komissarov, B.N., 1990: 127).

We can conclude that an adaptation is an extreme form of the stylistic and linguistic transformations relevant in the process of translation. In other words, an adaptation is some «relief» of the literary texts for the inexperienced readers.

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COMPARATIVE ANALYSIS OF ISO 9000:2015 TERMINOLOGY AND ITS RUSSIAN TRANSLATION

Elena A. Barsukova

*Department of Area Studies
Faculty of Foreign Languages and Area Studies
Lomonosov Moscow State University, Moscow, Russia
tbarsukova@rambler.ru*

Abstract: The article presents the findings of the comparative analysis of ISO 9000:2015 terminology and its Russian translated version. The paper discusses the difficulties of translating the system of terms and studies how well it is rendered from English into Russian in respect of its semantic, conceptual and structural dimensions.

Keywords: Terminology, translation, system of terms, semantics, conceptual framework, ISO 9000:2015, GOST R ISO 9000-2015

1. Introduction

In recent years, English has asserted itself as a source language for borrowing terms into other languages. Apart from single terms, certain fields of knowledge and subsequently their terminological systems are transplanted from English into other languages. Russification of certain areas of human activity has led to borrowing a number of terminological systems into the

Russian language. The terminology of Quality Management System (QMS) is one of those newly acquired systems. Developed by the Technical Committee 176 of the International Standardization Organization, it is described and defined in ISO 9000, which has seen five editions since 1987. In Russia, the first translated version was released in 2001, with two subsequent versions published in 2008 and 2015. The paper presents the comparative analysis of the terminology from the most recent version ISO 9000:2015 and its Russian analogue referred to as GOST R ISO 9000-2015.

The interest towards the QMS terminology is justified by the pronounced dissatisfaction of Russian professional community with the terminology, which is reflected in a series of articles with self-evident titles: “Faulty Terminology as a Threat to Security” by Dr. A. Bukrinsky, who challenges the appropriateness and applicability of certain QMS terms in the sphere of nuclear energy use (Bukrinsky, A.M., 2013: 84); “ISO 9000 Principles and Terminology and the Crisis of their Use” by Prof. V. U. Ogvozdin, who questions the adequacy of certain terminological definitions (Ogvozdin, V. U., 2013: 28); and the article by Prof. M. Bazhutina and I. Bazhutin (Bazhutin, I. A., Bazhutina, M.M., 2016: 80), which discusses the coexistence in the Russian language of the two equivalents of the term *management* -- *управление* (of Russian origin) and *менеджмент* (borrowed from English via transcribing). The variation in the terms denoting the field under consideration signals the lack of order and consistency in the terminology. The National Standard GOST R 9000 prescribes the borrowed equivalent, while other regulatory documents (such as Guidelines on Developing Regulations on Quality Management System) favour the term of the Russian origin.

2. Objectives/Purpose of the study

The objective of the present study is to carry out comparative analysis of the English QMS terminology and its

Russian equivalent, to assess the level of consistency of the Russian system of terms, and to identify the challenges and constraints related to its translation from the English language.

3. Methodology

The methods involved in the study are comparative analysis, quantitative analysis, as well as semantic and syntagmatic analysis of the terminology under consideration.

4. Result/Findings

The comparative analysis of the 138 terms of the English terminology, their Russian equivalents and the corresponding definitions, reveals that translating a system of terms from English into Russian results in lack of coherence caused by lexical and syntagmatic asymmetry, lengthening of a terminological unit, lack of consistency of the Russian terminology to conceptual framework due to translation inaccuracies, and distortion caused by additional associations of Russian equivalents.

4.1. Lack of coherence due to lexical and syntagmatic asymmetry

The lexical unit “*quality*” as a key element of the terminological system forms part of a number of attributive compounds (as the first component), thus ensuring order and clarity in the group of terms referring to quality in the English terminology: *quality management, quality manual, quality plan, quality planning, quality assurance, quality control, quality improvement, quality characteristic, quality policy, quality requirement, quality objective*. In the process of translation, the structural differences in the two languages cause asymmetry due to the fact that the first element in attributive compounds is rendered into the Russian language in a number of ways, given the semantic and structural interrelation between the elements. For instance, in the material under consideration the element *quality* is rendered with a noun

in the genitive case (*quality plan* → план качества, *quality management* → менеджмент качества, *quality improvement* → улучшение качества), a noun in the instrumental case (*quality control* → управление качеством), a noun with a preposition (*quality manual* → руководство по качеству, *quality requirement* → требование к качеству), with the addition of the phrase «в области (*in the field of*)» (*quality objective* → цель в области качества, *quality policy* → политика в области качества). As a result, in terms of their structure, the Russian equivalents do not form an orderly system of terms; moreover, in certain instances they are not as concise as the original English terms, since in the process of translation the number of elements in the terminological compound increases.

The English terminology of Quality Management System as opposed to its Russian translated equivalent is well established, which manifests itself in the fact that a number of multi-compound terms have gained wide currency in their abbreviated form. For instance, the term *DRP-provider* is an entry of ISO 9000:2015, while the full version of the term (*dispute resolution process provider*) is provided only in the definition. The Russian standard includes the non-abbreviated term «провайдер процесса урегулирования спорных вопросов», and provides its abbreviation in parenthesis «ПУСВ-провайдер» (it should be noted that the viability of the abbreviation is doubtful due to the structure and sound of the acronym in Russian).

Coherence and consistency, guaranteed by lexical means, are also typical of the English QMS terminology. It is ensured by both morphological means (*auditor-auditee, compare to the Russian equivalent: аудит – проверяемая организация*) and with the help of compounds which reflect the generic relations between the elements (*audit: combined audit -- joint audit; requirement: quality requirement -- statutory requirement -- regulatory requirement*).

4.2. Conciseness of a term – requirement difficult to fulfil in the context of translation

Traditionally one of the basic requirements to terminology is conciseness of a term, since short terms are more convenient to use. At the present stage of human development this requirement is not primary (since adding new attributes to the previously described objects and phenomena is inevitable (Averbukh, K.Ya., 2004: 156)), but conciseness is still preferable. The comparative analysis of the original English terminology and the Russian translated equivalents reveal the increase of the term's length of the latter, e.g. *dispute* – *спорный вопрос*, *dispute resolver* – *представитель по урегулированию спорных вопросов*, *metrological confirmation* – *метрологическое подтверждение пригодности*. Overall, 14% of terms are rendered with a term that consists of more elements than the original, which can be explained by the syntagmatic norms of the Russian language (*quality management system consultant* – *консультант по системе менеджмента качества*, *configuration authority* – *полномочия по конфигурации*, *product configuration information* – *информация о конфигурации продукции*) and lexical asymmetry (*performance* – *результаты деятельности*, *feedback* – *обратная связь*, *scrap* – *перевод в отходы*, *concession* – *разрешение на отклонение*).

4.3. Lack of consistency of the Russian terminology to conceptual framework due to translation inaccuracies

Linguistic coherence and consistency in terminology are desirable, but difficult to achieve when the system of terms is transplanted from one language into another via translation. However, the consistency of the terminology to conceptual framework is essential. Prof. A. S. Gherd points out that “modelling knowledge and building terminological systems are two sides of the same process, namely, building the model of knowledge (Gherd, A.S., 1988: 117).” Translating terminology involves the risk of deficiency of borrowed terminology in respect of its con-

ceptual consistency. Since the QMS terminology was not designed and modelled in the Russian language, but is a result of translation, there are some instances of conceptual incoherence within the system of terms represented in GOST R ISO 9000-2015. For example, the English term *activity*, that forms part of the subsystem “*project management*”, and defined as *smallest identified object of work in a project*, is rendered through the word “действие”. At the same time in the two interrelated English terms *preventive action* (*action to eliminate the cause of potential nonconformity or other potential undesirable situation*) and *corrective action* (*action to eliminate the cause of a nonconformity and to prevent recurrence*) the element *action* is also translated as “действие”: “предупреждающее действие” and “корректирующее действие”. Using one Russian word for two English terms leads to misconception about the logical relations between the notions “действие” (*activity*) – “предупреждающее действие” (*preventive action*) – “корректирующее действие” (*corrective action*), which is not true to the original.

The Standard features the term *design and development*, which is properly rendered into Russian through “проектирование и разработка». The notes to the term *project – проект*, however include the lexical item *project’s organization*, which is described as temporary, established for the lifetime of the project, and translated with a calque as “проектная организация”, the term traditionally defined in the Russian language as a company responsible for design and development. This can be exemplified with the following context from the Russian Language National Corpus: *Иностранные компании действительно участвуют в проектировании, но также участвуют и наши организации: Мосинжпроект, проектная организация метрополитена "Метростиль"*. Bilingual dictionaries, such as ABBYY Lingvo, provide the terms *developer* and *design organization* as equivalents for “проектная организация”. Thus, distortion in translation leads

to vague perception of the triad “проектирование-проект-проектный”.

Another instance that contributes to the lack of coherence and adequacy in the Russian QMS terminology concerns rendering the term *grade*, meaning *category or rank given to different requirements for an object*, through the Russian term “градация”. The Russian lexical item *градация* does not signify a category or grade, but rather a sequencing and placing in succession: “последовательность, постепенность в расположении чего-либо, при переходе от одного к другому” (Russian Explanatory Dictionary by C.I. Ozhegov and N. U. Shvedova). The situation is aggravated by the presence in ISO 9000 of the term *regrade* defined as “*alteration of the grade of a nonconforming product or service in order to make it conform to requirements differing from the initial requirements*”. The translator, following the logic of their previous choice in respect of the term *grade*, renders *regrade* through “изменение градации” (literally change of a sequencing).

4.4. Distortion due to additional associations of Russian equivalents

Distortion and inconsistency may be caused by additional associations and connotations of the Russian equivalent of an English term. For example, the original standard includes the term *human factor*, defined as “*characteristic of a person having an impact on an object under consideration*”. The term is translated into Russian with the word combination “человеческий фактор” whose definition in printed dictionaries is close to the one in the standard: “роль и значение человека в общественной жизни, в социальных процессах; все то, что связано в этих процессах с человеком как субъектом деятельности” (Russian Explanatory Dictionary by C.I. Ozhegov and N. U. Shvedova). Nevertheless, we should not overlook the fact that in recent years the compound “человеческий фактор” has gained a new meaning and connotation, which is registered in online dic-

tionaries (Electronic Dictionary dic.academic.ru) – “возможность принятия человеком ошибочных или алогичных решений в конкретных ситуациях, объяснение ошибками людей причин катастроф и аварий, повлёкших за собой убытки или человеческие жертвы” (in the English language this meaning is conveyed through the term *human error*). If we refer to the National Corpus of the Russian Language, the enquiry “человеческий фактор” produces 130 documents and 159 entries. The derogatory meaning of the lexical item is realized in about 50% of the entries. The most common collocation of the Russian term is “пресловутый” [notorious], the lexical item most often collocates with the verbs “нивелировать” [counteract], “устранить” [eliminate], “исключить” [avoid], “списать на” [blame for], “упираться в” [run into], “споткнуться о” [stumble]. In its immediate context it is surrounded with the words “слабое звено” [weak link], “причина аварий” [cause of accident], “вина” [guilt], “сложиться не так” [fail], “несмотря на” [no matter], etc. Thus, it is evident that through translation the term gains an unwanted additional meaning, alien to the original. Moreover, the Russian term does not meet one of the essential requirements to a term that it should be neutral and free of additional associations.

Overall, the evidence presented above suggests that asymmetry between the two languages and inaccuracies in translation lead to the lack of coherence and conceptual consistency of the translated Russian terminology.

5. Conclusion

While translation might be a way to harmonize and internationalize a terminology, and thus ensure cross-language equivalence, the comparative analysis of the ISO 9000:2015 terminology and its Russian version GOST R 9000-2015 reveals that the latter is inferior to the original with respect to its coherence, linguistic and conceptual consistency, as well as conciseness of the term.

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TYPES OF LANGUAGE SKILLS IN XXI CENTURY

Svetlana M. Kashchuk

*Foreign Languages Department
Lomonosov Moscow State University, Moscow, Russia
kashchuk@spa.msu.ru*

Abstract: The eminence of the article is determined by the need of linguadidactics issues framework to shape studying of new forms of language functioning within digital environment. The author analyses transformation of several kinds of discourse, cyber listening and comprehension tasks, cyber speaking, cyber reading, cyber writing, as well as concepts of «meta writing», «digital text environment», «videotext» and their place in new approaches to foreign language teaching.

Keywords: cyber listening and comprehension, cyberspeaking, syberreading, cyberwriting, linguadidactics

DES ACTIVITÉS LANGAGIÈRES AU XXIÈME SIÈCLE

Svetlana M. Kashchuk

*Département des langues étrangères
Université d'Etat de Moscou Lomonossov, Moscou (Russie),
kashchuk@spa.msu.ru*

Abstraict: L'actualité de l'article repose sur la nécessité d'étudier de nouvelles formes de fonctionnement de la langue sur la Toile dans le cadre d'enseignement / apprentissage des langues étrangères. L'auteur analyse la transformation des activités langagières sur l'espace numérique, l'apparition de la cyber-écoute, la cyber-expression orale, la cyber-lecture, la cyber-écoute, ainsi que les nouvelles notions de « méta-écriture », « espace textuel », « visio-texte » et les rôles qu'elles jouent dans les nouvelles approches de la didactique des langues.

Mots-clés : la cyber-écoute, la cyber-expression orale, la cyber-lecture, la cyber-écoute, didactique des langues.

1. Introduction

Un grand didacticien français, L. Porcher, a remarqué que les générations nouvelles pensent des choses nouvelles (Porcher, L., 1995). Donc, il faut que les spécialistes en enseignement en général et dans les langues étrangères en particulier prennent cette réalité en considération.

Le XXIème siècle est devenu le siècle numérique avec l'afflux des informations et avec la communication qui s'est déplacée du monde du réel au monde numérique. L'espace virtuel est aujourd'hui l'endroit de communication le plus sûr (vous êtes sûr que tôt ou tard, on vous lira ou qu'on vous écouterait) et accessible pour tous. Ce phénomène ne peut plus être ignoré quand il est question de la formation de compétence communicative dans le processus de l'enseignement des langues.

2. Objectif de l'étude

Nous ne pouvons plus nier la transformation des activités langagières, tels que l'expression orale, l'écrit, la lecture et l'écoute, quand elles ont lieu sur la Toile. Nous vous proposons l'analyse de ce qui se passe aujourd'hui sur la Toile quand on utilise les canaux numériques pour communiquer en utilisant la forme orale ou écrite de la langue.

3. Résultat

Cyber-lecture

L'apparition du multimédia et le développement des technologies numériques ont entraîné le changement des formats des livres. Le livre numérique a vu le jour et a provoqué des débats acharnés sur la disparition des livres au format papier (personnellement, je n'y crois pas, d'ailleurs). Les livres représentent une grande partie de la culture humaine qui est vue aujourd'hui sous deux aspects : l'aspect dynamique et l'aspect statique.

Sous l'aspect statique, la culture est considérée comme un héritage humain qui nécessite le stockage, le tri et l'organisation

de l'accès pour ceux qui s'y intéressent. Sous l'aspect dynamique, la culture est considérée comme le produit de l'activité humaine en développement permanent. Le texte, restant le produit culturel de l'activité humaine le plus important, est aussi présent aujourd'hui sous les deux formats : le format statique (sur papier) et le format dynamique (au numérique avec les hyperliens). Quant à l'enseignement des langues, les questions se posent : quelles sont les perspectives didactiques de l'utilisation des textes au format numérique sur la Toile ? Le processus de la lecture a-t-il changé ? De quelle manière ?

D'après le grand didacticien russe R. K. Min'yar-Beloroutchev, dans la didactique des langues il existe trois étapes de la lecture :

- *la lecture d'apprentissage* – quand on apprend au début du processus éducatif à lire les mots, les phrases, les textes ;

- *la lecture d'information* – quand on commence à extraire les informations du texte, à analyser ses informations ;

- *la lecture dynamique* – quand le processus de la lecture prend de la vitesse et que l'analyse des informations lues devient plus rapide. Le but de la lecture dynamique est d'extraire le plus d'informations pour le moins de temps (Min'yar-Belorutchev, R.K., 1984; Min'yar-Belorutchev, R.K., 1996).

J.P. Carrier remarque que le processus de la lecture du texte au format numérique se changera sûrement au fur et à mesure du développement des technologies multimédia (Carrier, J.P., 2000). Et là, la question se pose : de quelle manière le changement du support (le passage du papier au format numérique) va-t-il changer le processus de la lecture ?

Le texte est représenté sur l'écran d'ordinateur au format hypertextuel, donc, il est possible d'y ajouter les changements à tout moment. Deux lecteurs qui lisent le même texte remplis d'hyperliens pourront y extraire une quantité d'informations tout à fait différente, parce que chacun pourra suivre ou ne pas suivre les hyperliens suivant sa curiosité, son intelligence, son expérience etc. Le lecteur devient plus actif, il devient en quelque

sorte le co-auteur. Alors, on peut dire qu'il y a là une nouvelle forme fonctionnelle de la lecture: **la cyber-lecture** a apparu. On parle d'une nouvelle forme fonctionnelle, car elle ne fonctionne que sur l'espace numérique : le cyberspace.

Nous avons souligné que la lecture dynamique était le processus permettant d'extraire du texte le maximum d'information en un minimum de temps. Quant à la cyber-lecture, on peut la définir comme la lecture dynamique du texte au format numérique avec l'usage des hyperliens.

On parle aujourd'hui de l'apparition de la cyber-littérature. Le premier roman au format hypertextuel «Afternoon», a été écrit par l'auteur américain Michael Joyce (<http://hypermedia.univ-paris8.fr/jean/articles/Afternoon.htm>). L'auteur français de cyber-littérature le plus connu est Lucie de Boutiny avec son roman hypertextuel «NON-Roman» qui a remporté un grand succès chez lecteurs francophones (<http://hypermedia.univ-paris8.fr/bibliotheque/boutiny/>).

Cyber-écriture

Dès le début du XXIème siècle, le problème de l'enseignement de l'écriture intéresse les spécialistes des langues sous l'angle de l'apparition et du développement rapide de l'espace numérique de la communication. Jacques Anis a même introduit quelques nouveaux termes, telle que la « méta-écriture », « l'espace textuel », le « visio-texte », ce qui montre bien que l'écrit, comme objet de l'enseignement / l'apprentissage, a subi des transformations jusqu'à devenir l'écrit numérique (Anis, J., 2000a; Anis, J., 2000b; Anis, J., 1995). En France, c'est surtout Nicole Marty qui étudiait l'écrit numérique. N. Marty a précisé les perspectives didactique et sémiotique de l'écrit numérique (Marty, N., 2005).

Parlons des perspectives didactiques de l'écrit numérique à l'école secondaire et supérieure. Christine Barré de Miniac a fait une analyse détaillée des approches d'enseignement de l'écrit à l'ère du numérique dans son livre «Vers une didactique de l'écriture. Pour une approche pluridisciplinaire» (Barré de Miniac,

Ch., 1996). Elle remarque qu'à l'école contemporaine on n'enseigne pas la langue écrite mais les « sous-systèmes » de la langue, tels que l'orthographe, la grammaire, le lexique etc. La langue écrite, comme l'objet d'apprentissage, représente pour l'élève une grande difficulté, car elle est différente de la langue parlée. La difficulté la plus importante est de passer de la réalisation toute simple du texte écrit (la pratique la plus présente aux écoles) au discours comme acte de communication écrite en espace réel ou numérique. D'après Nicole Marty, les études réalisées dans les écoles françaises ont bien montré l'efficacité de l'approche basée sur l'organisation du travail en classe de langue qui nécessitait un travail collaboratif tel que l'écrit numérique collectif. Dans ce cas, le professeur joue le rôle du facilitateur d'apprentissage, qui prépare les tâches à réaliser sur l'espace numérique langagier, dont la difficulté se situe dans la zone proximale du développement (Vygotski, L.S., 1996).

Les perspectives sémiotiques de l'écrit sur l'écran d'ordinateur suscitent aussi un énorme intérêt des spécialistes en didactique des langues. Ce sujet est étudié dans les travaux d'Anne-Marie Christin (2009) et Roy Harris (1994). Dès son apparition, la langue écrite a différé de la langue orale. Aujourd'hui, cette différence devient de plus en plus grande, et la langue écrite devient de plus en plus autonome. Il est certain que tout cela contredit l'opinion de Ferdinand de Saussure basé sur l'idée que l'oral est supérieur, l'écrit n'est que son reflet (Saussure, F. de, 1972).

Anne-Marie Christin et Roy Harris souligne que la communication écrite est devenue aujourd'hui beaucoup plus accessible que la communication orale, elle a même intégré un élément audiovisuel. On parle de l'apparition de la sémiolinguistique qui étudie les textes extraverbaux. En plus, les textes sur la Toile se présentent désormais en trois dimensions, ils se sont transformés en hypertexte. Ce phénomène a fait naître une conception de « vision-texte », dans le cadre de laquelle on étudie

les textes en trois dimensions intégrant les hyperliens et les images.

Nicole Marty insiste sur l'apparition de l'écriture informatique qui est assez autonome et se transfère facilement du papier sur l'écran d'ordinateur et dans l'autre sens.

Toutes ces idées reflètent l'apparition et le développement du nouvel espace de fonctionnement de la communication écrite. Comme conséquence, le processus de l'écriture au numérique change lui aussi, une nouvelle forme fonctionnelle de l'écrit : **la cyber-écriture** est née. La cyber-écriture peut être considérée comme la forme productive de l'activité langagière, dont l'objet est la langue écrite qui fonctionne sur l'espace numérique.

Nous avons étudié la possibilité d'intégrer la cyber-écriture dans le processus d'enseignement du français langue étrangère aussi que son effet positif à l'école russe au cours des années 2009 – 2012 dans le cadre de la réalisation du projet éducatif de la cyber-communication entre les élèves russes et français «Cyber-école» [Kashhuk, S.M., 2013 ; <http://cyberecole12.blogspot.com/>; <http://cyberecole17.blogspot.com/>).

La cyber-écoute / la cyber-expression orale

Malgré le développement des technologies multimédia, la nature du son n'est pas changée. Ce sont les émetteurs du son, les machines qui sont devenues plus sophistiquées. Cela veut dire que les processus d'écoute et de parler, en tant que processus physiologiques et cognitifs, n'ont pas subi non plus de grand changement. L'écoute représente l'activité réceptive, le processus d'entendre et de comprendre le discours. L'expression orale représente l'activité de la production de la forme orale du langage.

Il faut remarquer, qu'aujourd'hui, avec le développement de l'espace langagier numérique, les professeurs de langues ont une unique possibilité de former les savoir-faire en écoute et expression orale en langues étrangères dans les conditions presque authentiques, dans les conditions, dans lesquelles cette langue étrangère sera utilisée plus tard dans la vie privée et

professionnelle des apprenants. On peut donner en exemple l'application Web 2.0 « Skype » qui permet d'organiser l'écoute et l'expression orale simultanées ou « Audioboom », une sorte de *Twitter oral*, qui permet d'organiser l'écoute et l'expression orale espacées dans le temps (Kashhuk, S.M., 2012).

L'intention joue le rôle crucial dans tout ce qui concerne l'apprentissage et la formation des compétences. Pour inciter l'élève à parler, il faut le mettre dans la situation de communication, l'intéresser à faire des efforts pour comprendre ce qu'on lui dit en langue étrangère et répondre en cette même langue. Comme l'a bien montré la pratique, le plus efficace c'est organiser sur l'espace éducatif numérique le projet de la communication entre les groupes d'apprenants des pays étrangers qui apprennent la même langue ou pour qui la langue maternelle de l'autre groupe est une langue étrangère. Cela motive bien les apprenants et leur donne envie de s'exprimer en langue étrangère.

Il est important à noter que, pour pouvoir s'exprimer en langue étrangère et communiquer oralement avec son interlocuteur sur la Toile, il est nécessaire de pouvoir utiliser les canaux numériques sonores et de les associer à ces capacités d'écoute et d'expression orale en langue étrangère. C'est pour cette raison que nous pouvons insister sur l'apparition de nouvelle forme fonctionnelle de **la cyber-écoute** et **la cyber-expression orale**. La cyber-écoute est considérée comme la capacité de capter l'expression orale en langue étrangère enregistrée sous forme numérique et la comprendre. La cyber-expression orale est considérée comme la capacité d'utiliser l'oral sous forme numérique pour créer la communication sur l'espace langagier numérique. Les deux activités langagières peuvent s'effectuer en temps réel ou être espacées dans le temps.

4. Conclusion

Quelle conclusion tirer de tout cela ? Premièrement, il est à noter que nous ne faisons que les premiers pas dans la direction de l'intégration de l'espace langagier numérique dans

l'enseignement des langues étrangères. Beaucoup de choses reste à préciser, à découvrir. Mais nul ne peut nier le fait de l'existence de la communication numérique, sans frontière et la plus accessible pour tous. Nous ne pouvons non plus négliger la nécessité d'intégrer efficacement les nouvelles formes fonctionnelles de l'activité langagière dans la didactique des langues du XXIème siècle.

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TOOLS OF LANGUAGE OF CORPUS IN THE CLASS OF FLE: MOTIVATIONAL AND COGNITIVE ASPECTS

Anastasia V. Kolmogorova

*Department of Romance Languages and Applied Linguistics
Federal University of Siberia, Krasnoyarsk, Russia
nastiakol@mail.ru*

Abstract: The article explores the results of experimental work aiming at the study of motivational and cognitive effects due to the use of linguistic corpus tools. Two groups of students of third year of FLE were working on the semantic differences of Russian and French spatial and temporal prepositions. Experimental group were doing the task with use of corpus tools, control group – with the traditional methodical support of dictionaries and student books. Our primary hypothesis was that the opportunity to apply digital technologies will grow the level of students' motivation and, simultaneously, will strengthen students' declarative implicit knowledge and procedural explicit knowledge structures. The results of questionnaires and diagnostic exercises proved the hypothesis.

Keywords: corpus tools, declarative knowledge, procedural knowledge, motivation, FLE

OUTILS DE LA LINGUISTIQUE DE CORPUS EN CLASSE DU FLE : ASPECTS MOTIVATIONNELS ET COGNITIFS

Anastasia V. Kolmogorova

*Département des langues romanes et de la linguistique appliquée
Université fédérale de Sibérie, Krasnoïarsk, Russie
nastiakol@mail.ru*

Abstract: L'article expose les résultats du travail expérimental sur les effets motivationnels et cognitifs de l'usage des outils de corpus en classe de FLE. Deux groupes d'étudiants russes de troisième année en FLE ont été invité à travailler sur les décalages sémantiques et combinatoires des prépositions spacio-temporelles en russe et en français. Dans le groupe expérimental les apprenants s'appuyaient sur les outils de corpus, dans le groupe de contrôle – non. L'hypothèse préalable consistait en ce que, en premier lieu, l'utilisation des techniques du traitement du corpus augmente la motivation des apprenants et, en deuxième lieu, l'application des outils de gestion du corpus renforcent les connaissances déclaratives implicites et, en même temps, les connaissances procédurales explicites. Les résultats du questionnement et des exercices diagnostiques organisés dans les deux groupes ont prouvé l'hypothèse initiale.

Mots-clé: outils de corpus, connaissances déclaratives et procédurales, motivation, numérique, travail expérimental, FLE.

1. Introduction

Le nouveau contexte technologique forme le nouveau public qui veut apprendre des langues de façon plus dynamique, autonome et digitale. Les universités, de leur côté, deviennent de plus en plus innovantes et créent le contexte propice à l'application du numérique en classe du FLE. Enfin, les sciences du langage possèdent déjà des ressources et des résultats considérables dans le domaine de la linguistique de corpus qui peuvent servir de base pour les approches numériques. Restent les questions cruciales que les chercheurs et les praticiens se posent et qui nécessitent une réponse adéquate (Charlier, Cosnefroy et al 2015): 1) comment les caractéristiques individuelles des apprenants et les propriétés intrinsèques de l'ambiance numérique

interagissent ; 2) et quelles structures cognitives dérivent de cette interaction et améliorent les résultats de l'apprentissage.

Comme la recherche a été mise en place dans la classe du FLE à l'Université fédérale de Sibérie, le public ciblé est composé d'étudiants de niveau B1-B2. L'étude met l'accent sur les voies du développement de la compétence lexicale des apprenants avec / sans support des méthodes basées sur l'utilisation des système de gestion du corpus. Deux groupes d'étudiants – expérimental et de contrôle – ont travaillé sur les particularités de l'emploi des prépositions en russe et en français. Les deux groupes ont travaillé dans le cadre de l'étude contrastive de deux langues – maternelle et langue étrangère. Dans le groupe expérimental, les apprenants ont été impliqués dans les activités à la base des outils du traitement automatique des textes ; dans le groupe de contrôle les apprenants n'utilisaient que des dictionnaires et des exercices de différents supports méthodiques.

Ainsi, en concrétisant la première question de celles qui ont été posées au début, dans le cadre de notre recherche nous intéressons-nous surtout à la corrélation qui existerait entre le degré de la motivation d'un apprenant en langue (français) et la présence de l'encadrage numérique de l'apprentissage. Quant à la deuxième question, elle est reformulée de la façon suivante : l'outil numérique basé sur le maniement du corpus favorise-t-il la prolifération et le développement de certains types de connaissances?

2. Objectif de l'étude

L'objectif de la recherche est de recueillir des données qui prouveraient la validité de la double hypothèse suivante : 1) l'utilisation des techniques du traitement du corpus invite les étudiants à acquérir d'autres compétences que purement linguistiques et cela les attirent en les rendant plus motivés ; 2) les observations qui résultent de l'application des outils de gestion du corpus renforcent les connaissances déclaratives en

leur état implicite et, en même temps, les connaissances procédurales en leur état explicite.

3. Méthodologie

Les concepts théoriques qui servent de pilier pour la présente recherche sont « motivation », « connaissances déclarative vs procédurales » fédérés par l'idée du numérique.

La motivation, selon Vallerand et Thill (Vallerand et Thill, 1993), est « un construit hypothétique utilisé afin de décrire les forces internes et/ou externes reproduisant le déclenchement, la direction, l'intensité et la pertinence du comportement ». Pour pouvoir mesurer le degré de motivation dans les deux groupes d'étudiants nous avons adopté le questionnaire, qui invitait les apprenants à répondre aux propos suivants :

1. Le sujet des différences de l'emploi et de la sémantique des prépositions françaises comparées à celle de la langue maternelle vous semble-t-il fascinant (de 0 à 5)

2. Si un étudiant devait choisir entre ce cycle de cours et un autre, lui conseilleriez-vous de suivre celui-ci ? (oui ; non ; je ne sais pas)

3. Consentiriez-vous à suivre un cursus pareil dans une autre université en cas de stage ou échange interuniversitaire ? (oui, volontier ; non, jamais ; peut-être)

Depuis les travaux de B. Russel (Russel 1948) la distinction entre les connaissances déclaratives et procédurales tient sa place dans la littérature psychologique et d'orientation cognitive. Les connaissances déclaratives s'incrustent bien dans le cadre de la formule « pour comprendre » (Musial, Pradère, 2012) et celles dites procédurales se cantonnent dans « pour faire ». Aussi, « ces connaissances peuvent être implicites (par exemple un élève « sent » la différence entre un accord majeur et un accord mineur mais il ne sait pas « dire » cette différence) ou explicite (par exemple un élève sait expliquer cette différence, il sait la décrire) » (Tricot, 2018). Connaissances déclaratives explicites sont ainsi conçues comme « je sais dire ce que c'est de manière

linguistique ou graphique », déclaratives implicites – « je sais le reconnaître, le catégoriser, le différencier » ; les connaissances procédurales explicites sont interprétées selon la formule « je sais dire comment faire » et procédurales implicites – « je sais le faire ».

Au cours de la recherche deux groupes d'étudiants de troisième années en FLE travaillaient sur le sujet des différences de l'emploi et de la sémantique des prépositions spatio-temporelles en français par rapport à la langue russe. Les décalages dans l'usage des prépositions à valeur sémantique spaciale et temporelle qui illustrent la façon ethnospécifique à concevoir l'espace et le temps sont toujours perçue comme la substance subtile de la langue qui demande, dit-on, plus de l'intuition que des connaissances pour sa maîtrise. Étant donné que parmi ces deux groupes d'étudiants il y avait ceux qui formaient le groupe expérimental muni des outils du traitement automatique du corpus, l'autre groupe d'apprenants faisaient des exercices d'entraînement de façon « classique » à la base des contextes sélectionnés et des exercices proposés par les méthodes et les manuels.

Pour tester le niveau d'actualisation des connaissances déclaratives implicites et des connaissances procédurales explicites qui, selon notre hypothèse préalable, sont surtout sensibles au travail lié avec le maniement des outils de corpus j'ai proposé aux étudiants deux exercices. Le premier était focalisé sur les connaissances déclaratives implicites (« je sais le reconnaître, le catégoriser, le différencier ») – la consigne proposait aux apprenants de 1) traduire des phrases du russe en français en faisant attention à l'équivalence des prépositions au sémantisme spacio-temporel ; 2) commenter le choix de la préposition en question. Le deuxième poursuivait l'objectif de valoriser les connaissances procédurales explicites (« je sais dire comment faire ») – la consigne proposait aux étudiants d'écrire l'instruction adressée aux autres étudiants qui leur expliquerait

comment procéder à la traduction d'une préposition russe en français.

Il est à noter que la linguistique de corpus connaît déjà une longue et riche histoire qui vit actuellement sa nouvelle étape – celle de banalisation de ces outils et techniques qui sont, depuis les dernières années, mis à la disposition du large public composé des non-spécialistes en linguistique qui possèdent quelques littératies primaires dans le domaine de l'usage du numérique. Même si les connaissances élémentaires du code sont souhaitables pour savoir pratiquer toutes les possibilités que le logiciel propose, n'oublions pas que « aujourd'hui, l'apprentissage du code est devenu essentiel pour les enfants, d'autant plus que cela les rapproche grandement des compétences dites du 21^e siècle » (Brougmann, Karsenti, 2018: 26).

L'outil que les étudiants du groupe expérimental utilisaient c'était le corpus parallèle russe-français du Corpus National de la langue russe (Ruscorpora). Le corpus parallèle russe-français contient 37 textes, dont 23 sont des oeuvres russes écrites de 1832-2013 et 11 textes français écrits de 1830-2000. Toutes les oeuvres sont mises dans le corpus avec les variantes de la traduction réalisées par les traducteurs russes et français. De plus, ce corpus permet d'analyser les concordances et les co-occurrences des mots et leurs équivalents dans une langue étrangère. Si on tape dans la fenêtre de recherche la préposition russe *около*, on voit apparaître la séquence d'exemples en russe suivis par leur traductions en français (Image 1). En outre, le corpus propose un large éventail d'options et d'instruments pour la recherche plus affinée (on peut sélectionner les propriétés sémantiques et grammaticales non seulement du mot de recherche mais aussi celles de ses « voisins » contextuels (Image 2 donne l'image des options accessibles).

Результаты поиска в параллельном корпусе

Объем всего корпуса: 1 953 документа, 5 844 884 предложения, 76 759 952 слова.

Поиск ведется по пользовательскому подопорку объемом 265 811 предложений, 3 893 557 слов.

около

Найдено 30 документов, 306 вхождений.

Поискать в других корпусах: [основном](#), [акцентологическом](#), [газетном](#), [диалектном](#), [мультимедийном](#), [образовательном](#), [политическом](#), [синтаксическом](#), [устном](#).

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L'exposition dura du 17 janvier au 18 mars, accueillant près de 35 000 visiteurs, chiffre énorme pour l'époque! [www.ifrbp.com. Le site de l'Institut Français à Saint-Petersbourg (2002-
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Image 1. Résultats de la recherche sur la préposition *около* dans le corpus russe-français de Ruscorpора

НАЦИОНАЛЬНЫЙ КОРПУС
РУССКОГО
ЯЗЫКА

главная Параллельный корпус (французский) [инструкции](#) [задать подопорку](#)

основной Поиск точных форм [\[A|B|C\]](#)

синтаксический Слово или фраза

газетный

параллельный

- английский
- белорусский
- болгарский
- бурятский
- исландский
- итальянский
- китайский
- латвийский
- немецкий
- русская классика в немецких переводах
- польский
- украинский
- французский
- шведский
- эстонский

искать очистить

Лексико-грамматический поиск

Слово [\[A|B|C\]](#) Грамм. признаки [выбрать](#)

Доп. признаки и клики [выбрать](#) Семант. признаки [выбрать](#)

Расстояние: от до

Слово [\[A|B|C\]](#) Грамм. признаки [выбрать](#)

Доп. признаки и клики [выбрать](#) Семант. признаки [выбрать](#)

искать очистить

Image 2. Options de recherche proposées par le corpus russe-français de Ruscorpора

Chaque groupe d'étudiants a eu 6 h de cours consacrés à la thématique en question. Après, chaque étudiant de deux groupes a répondu au questionnaire et a fait l'exercice «écrire l'instruction».

4. Résultats

L'analyse comparative des réponses des étudiants de deux groupes (GE – groupe expérimental; GC – groupe de contrôle) démontre les différences : dans le groupe expérimental les apprenants manifeste un degré plus élevé de pertinence – à travers leurs réponses ils transmettent leur intention de continuer, de suivre la même direction du travail. Tandis que ceux du groupe de contrôle sont moins enthousiasmés par le type d'activité proposée – le nombre d'apprenants voulant continuer ou qu'un autre suive ce cursus est plus bas que dans le premier groupe.

Tableau 1. Résultats de l'analyse des réponses au questionnaire

Question	Type de réponse	
	GE	GC
Le sujet des différences de l'emploi et de la sémantique des prépositions françaises comparées à celle de la langue maternelle vous semble-t-il fascinant (de 0 à 5)	4,8 (la moyenne)	3,1 (la moyenne)
Si un étudiant devait choisir entre ce cycle de cours et un autre, lui conseilleriez-vous de suivre celui-ci ?	Oui 8 Peut-être 2 Non 0	Oui 6 Peut-être 1 Non 3
Consentiriez-vous à suivre un cursus pareil dans une autre université en cas de stage ou échange interuniversitaire ?	Oui, volontier 9 Non, jamais 0 Peut-être 1	Oui, volontier 5 Non, jamais 2 Peut-être 3

L'évaluation des exercices faits par les étudiants a été effectuée à l'aide des critères suivants:

1) Exercice 1 qui comprenait 10 phrases à traduire a été subdivisé en 2 parties: «Traduction» où seulement des phrases correctement traduites comptaient et «Commentaire» où c'était le nombre de commentaires donnés par étudiant qui a été pris en compte.

2) Exercice 2 « Instruction » pour lequel deux critères ont été utilisés: 1) nombre de verbes en partant du fait que plus de verbes – plus d’opération à exécuter sont mentionnées dans l’instruction; 2) nombre de connecteurs logiques dont l’emploi reflète le passage d’une séquence de pensée à l’autre.

Comme les résultats de l’analyse (Tableau 2) en témoignent, les étudiants du groupe expérimental (GE) ont plus de succès en traduction, ils donnent facilement les commentaires et réalisent mieux la suite d’opérations à accomplir afin de réaliser la tâche que les apprenants du groupe de contrôle (GC).

Tableau 2. Résultats de l’évaluation des exercices

	Exercice	GE	GC
1	« Traduction » « Commentaire »	9,2 (la moyenne)	5,6 (la moyenne)
		Nombre de commentaires donnés par étudiant 10 (la moyenne)	Nombre de commentaires donnés par étudiant 7,5 (la moyenne)
2	« Instruction »	Nombre de verbes 5,2 (la moyenne)	Nombre de verbes 2 (la moyenne)
		Nombre de connecteurs logiques 4,7 (la moyenne)	Nombre de connecteurs logiques 2,6 (la moyenne)

En tant qu’ exemple intéressant qui puisse rendre plus évidents les résultats acquis je voudrais bien citer l’instruction rédigée par une des étudiantes du groupe expérimental (l’orthographe de l’auteur):

Pour mieux traduire la préposition « около » il faut, tout d’abord, décider s’il s’agit du temps ou de l’espace. Pour cela vous devez examiner le contexte de gauche et de droite. S’il s’agit du temps, il faut faire attention à : 1) premièrement, l’action est fini ou pas, si fini on met « près de » ; 2) deuxièmement, il s’agit du période exacte ou indéterminé : exacte – « pendant », indéterminé – « environ » ; 3) enfin, s’il s’agit du temps approxsimative du début de quelque action on met « vers ».

5. Discussion

L'analyse effectuée prouve que l'intersection des activités liées à l'apprentissage d'une langue et celles qui sont basées sur les expériences de l'usage des outils numériques crée une sorte d'intertextualité où «germent et se développent de nouvelles littératies» (Guichon, 2015). Grâce au travail avec le corpus – le nouveau contexte matériel et linguistique – les étudiants développent les structures cognitives qui «abritent» les connaissances déclaratives implicites permettant de mieux différencier les phénomènes aussi bien que celles qui sont responsables des connaissances procédurales explicites facilitant la compréhension et la mémorisation des étapes opérationnelles et logiques de l'activité. Le contexte d'apprentissage «mêlé» s'avère aussi propice à l'augmentation du niveau de la motivation : les étudiants du groupe expérimental se montrent plus favorables à diriger leur énergie personnelle vers les activités d'apprentissage basées sur l'usage du corpus.

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THE USAGE OF NEW TECHNOLOGIES BY STUDENTS AND TEACHERS : WHO IS THE FIRST?
(BASED ON THE ANALYSIS OF THE AUTONOMOUS USAGE OF DIGITAL TOOLS BY STUDENTS IN THE STUDY OF VARIOUS LANGUAGES)

Olga M. Kozarenko

*Department of theory and practice of foreign languages
Institute of Foreign languages
Russian Peoples Friendship University, Moscow, Russia
okozarenko_om@rudn.ru*

Abstract: What do we know about students' individual work with digital technologies, while learning foreign languages? Does the teachers' knowledge correspond to the students' knowledge in this area? Our task is to find out the answers to these questions in our research.

Keywords: digital technologies, learning foreign languages, individual work of students

USAGE DES NOUVELLES TECHNOLOGIES PAR LES APPRENANTS ET LES ENSEIGNANTS : QUI EST A L'AVANT-GARDE ?
(OU L'ANALYSE DE L'USAGE AUTONOME DES OUTILS NUMERIQUES PAR LES APPRENANTS LORS DE L'APPRENTISSAGE DES LANGUES VIVANTES)

Olga M. Kozarenko

*Institut des langues étrangères de l'Université russe de l'amitié des peuples,
Moscou, Fédération de Russie
okozarenko@gmail.com*

Abstract: Qu'est-ce que nous savons sur le travail autonome des apprenants avec le numérique lors de leur apprentissage des langues étrangères ? Les connaissances des enseignants dans ce domaine correspondent-elles à celles des apprenants ? Essayons de répondre à ces questions avec les études effectuées.

Mots-clés: technologies de l'information et de la communication, le travail autonome des étudiants, enseignement/apprentissage des langues étrangères

1. Introduction

Le fait que la perception de l'usage de nouvelles technologies d'apprentissage par les apprenants et les professeurs des langues étrangères est différente, appartient aujourd'hui à la catégorie de la vérité banale. Mais est-ce que souvent les enseignants se posent la question « comment a été organisé le travail de l'apprenant pour faire par exemple une production écrite ? ». Peut-on laisser les étudiants face à face avec les outils numériques dans le cadre de leur travail autonome ? L'expérience des étudiants représente-elle l'intérêt pour les professeurs eux-mêmes ? Essayons de répondre à ces questions à travers les résultats de notre recherche.

L'usage des outils numérique lors de travail autonome des apprenants attirent de plus en plus l'attention des auteurs. Les chercheurs analysent les questions générales de l'efficacité du travail autonome des apprenants, des buts, des étapes de l'organisation et de la structure (Fedoseeva, O.Y., 2015). Par rapport aux langues étrangères les auteurs notent que dans l'espace virtuel l'apprenant est privé de « la véritable communication » ce qui augmente le rôle de l'enseignant (Shojbekova, A.Zh., 2014). La question des compétences informationnelles des étudiants reste toujours d'actualité (Karsanti, T., Kozarenko, O. M. 2016) ainsi que des conseils pratiques de leur réalisation (Kozarenko, O.M., 2017). Pour les professeurs de français on présente le fonctionnement de la langue française sur la Toile (Kashchuk, S. M., 2014a; Kashchuk, S. M., 2014b). Nicolas Guichon N., (2012) a élaboré le concept de l'apprentissage des langues médiatisé par les technologies. Beaucoup de sites proposent des applications sur Internet pour l'apprentissage des langues étrangères (<https://www.digischool.fr;> <https://fr.babbel.com/languesetrangeres> etc.).

2. Objectifs de la recherche

- Comprendre le caractère d'usage autonome des outils numériques par les apprenants de différents âges, différent niveau de la maîtrise de la langue.

- Trouver de nouvelles formes d'interaction entre les enseignants et les apprenants dans le contexte d'intégration du numérique dans enseignement/apprentissage des langues étrangères.

- Sensibiliser les enseignants du domaine pédagogique au numérique.

- Développer leur motivation à innover avec de nouvelles technologies.

- Surmonter l'appréhension psychologique des enseignants-débutants dans la pédagogie numérique.

- Proposer des pistes de la stratégie d'usage des TIC en cours des LV dans un « paysage éducatif » donné.

3. Méthode de recherche

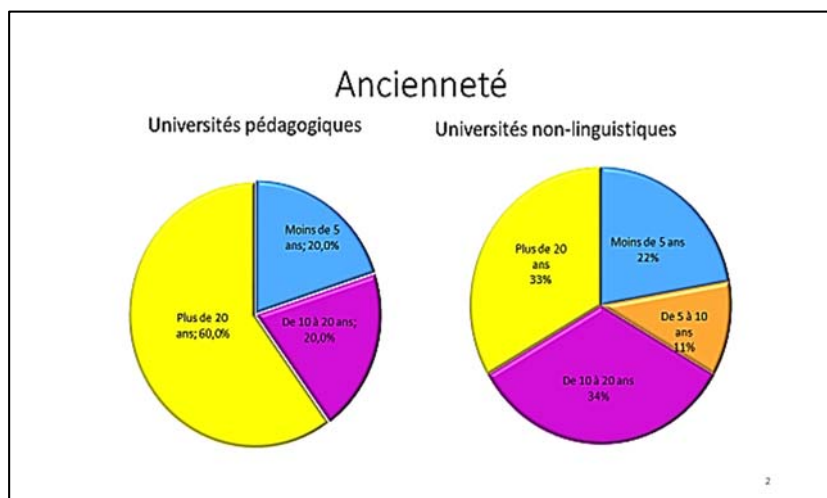
Lors des études nous avons réalisé une enquête en ligne en interrogeant – 124 personnes, parmi lesquelles 68 professeurs des universités pédagogiques et non-linguistiques et 56 apprenants : étudiants et élèves des écoles. Des entretiens individuels ont été réalisés pour concrétiser les statistiques reçues.

4. Résultats de l'enquête

Pour mieux comprendre les particularités des statistiques reçues il faut en savoir plus sur les personnes interrogées. C'est pourquoi l'enquête prévoyait les questions qui permettaient le faire.

Ancienneté : parmi les professeurs des universités pédagogiques interrogés il y avait plus de personnes expérimentées (Graphique I) – 60% et 20 % respectivement. Les professeurs des universités non-linguistiques étaient deux fois plus jeunes que leurs collègues des universités pédagogiques. On

a constaté la même quantité de jeunes spécialistes (stage moins de 5ans) dans les deux types d'établissements.



Graphique 1. Ancienneté des professeurs interrogés

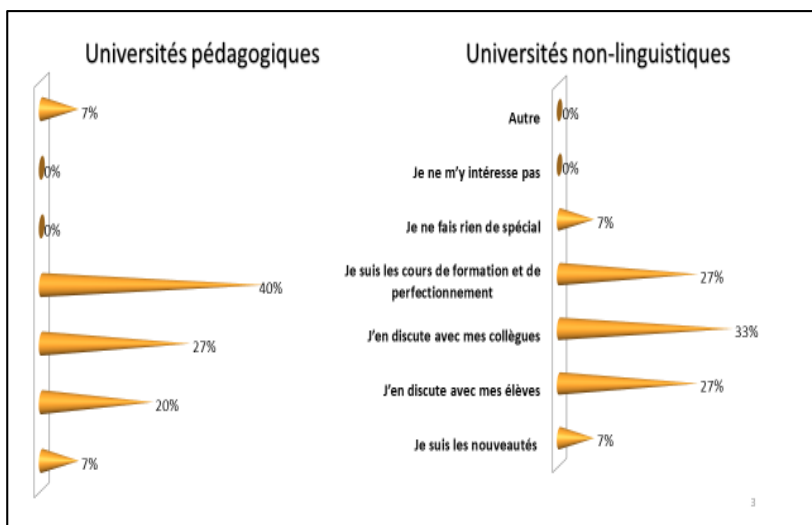
Comment les enseignants ont-ils évalué leurs compétences informatiques ? Environ 80% des interrogés utilisaient les outils numériques dans leur travail. 10% des enseignants des universités non-linguistiques (UNL) comprenaient qu'il fallait les utiliser, mais ils ont avoué qu'ils n'avaient pas le temps de le faire. La même quantité d'enseignants de ces universités considérait qu'ils avaient besoin d'aide dans ce domaine. Les professeurs des universités pédagogiques en avaient besoin deux fois plus (20%).

Est-ce que les professeurs avaient leur propre stratégie d'usage des TICE ? 44% des enseignants des universités pédagogiques ont donné la réponse positive à cette question et parmi des professeurs des UNL ce chiffre a atteint seulement 20%.

Les réponses des enseignants illustrent qu'ils recourent aux TICE plutôt spontanément (environs 20% pour les deux catégories) et à cause des exigences de l'établissement qui les

incitent à le faire (40% – UNL et 33% – universités pédagogiques).

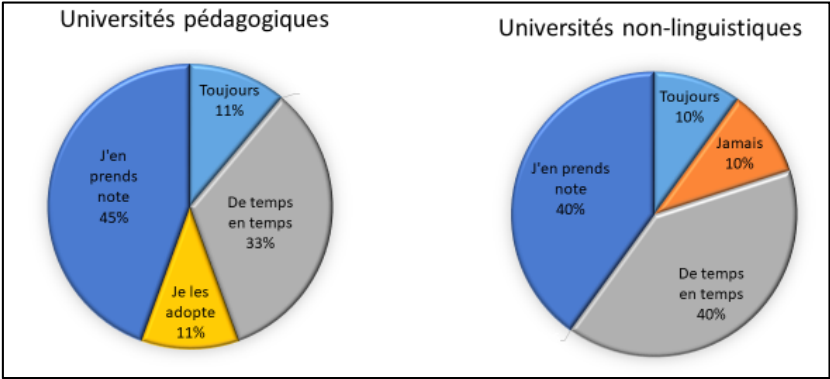
En essayant de comprendre quels efforts font les enseignants pour innover avec les TICE (Graphique 2), nous pouvons constater que les tendances des deux groupes d'enseignants sont semblables. Comme cela a été déjà constaté les professeurs des universités pédagogiques avaient plus besoin de formations spécifiques. C'est pourquoi on voit que suivre les cours de formation et de perfectionnement pour eux est une question d'actualité ce qui explique le taux le plus élevé pour cette activité (40%) pour cette catégorie. Leurs performances limitées dans le TIC diminue de quelques pourcents la discussion sur ce sujet avec leurs collègues et les étudiants. Il est à noter que le taux de ceux qui suivent les nouveautés est très bas (7%) dans les deux groupes interrogés.



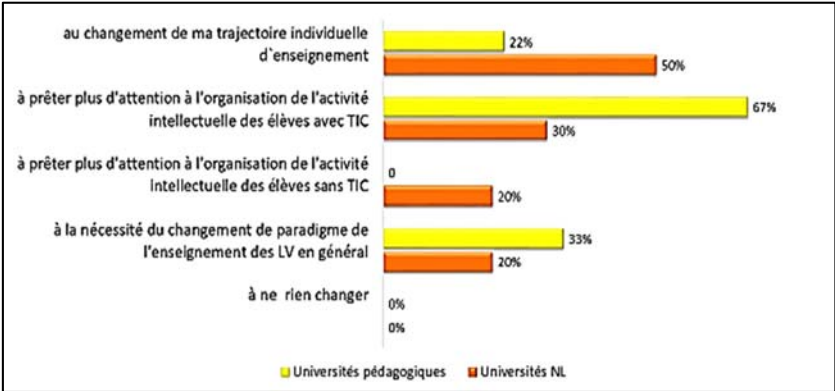
Graphique 2. Les efforts des enseignants pour innover avec les TIC

Est-ce que les enseignants s'intéressent aux applications utilisées par les étudiants ? Le graphique 3 représente les réponses à cette question. A notre avis il est très important que les enseignants montrent

la capacité d’interagir avec les apprenants. Presque la moitié des personnes interrogées a monté qu’ils avaient envie de se perfectionner dans ce domaine. D’après les données reçues, les professeurs des universités pédagogiques sont plus souples et plus à l’écoute de leurs étudiants (45%) ainsi qu’à leurs initiatives. 11% des enseignants de ces universités utilisent les applications des apprenants.



Graphique 3. Les réponses des enseignants à la question «Je m’intéresse aux applications utilisées par les étudiants»

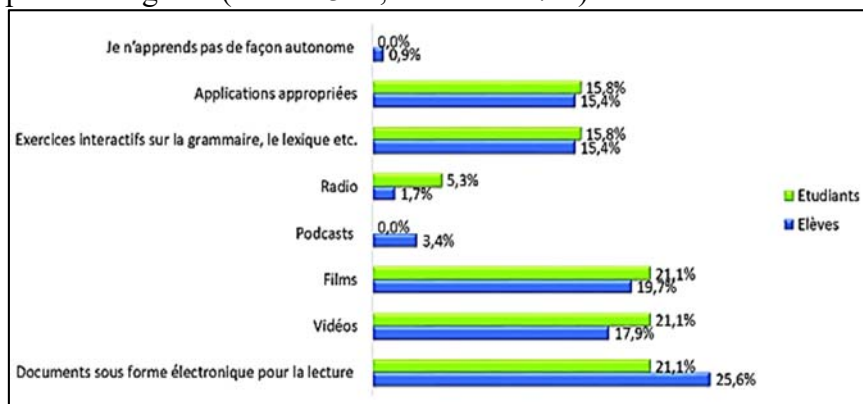


Graphique 4. Les réponses des enseignants à la question «Compte tenu de la large adoption des TIC, je réfléchis de plus en plus souvent... »

Comment l'intégration des TICE change-t-elle la perception des professeurs dans leur stratégie d'enseignement ? (Graphique 4). Toutes les réponses prouvent la compréhension de la nécessité d'un changement de stratégie d'enseignement avec l'intégration des TICE. Mais les professeurs le voient différemment. Pour les professeurs des universités pédagogiques c'est plutôt la nécessité d'attirer plus d'attention à l'organisation de l'activité intellectuelle des élèves avec les TICE (67%) tandis que pour leurs collègues des UNL il faut faire plus attention au changement de la trajectoire individuelle des enseignants (50%). Il est intéressant à noter que les professeurs des écoles ne voient plus l'organisation du travail intellectuel des apprenants sans TICE (0%).

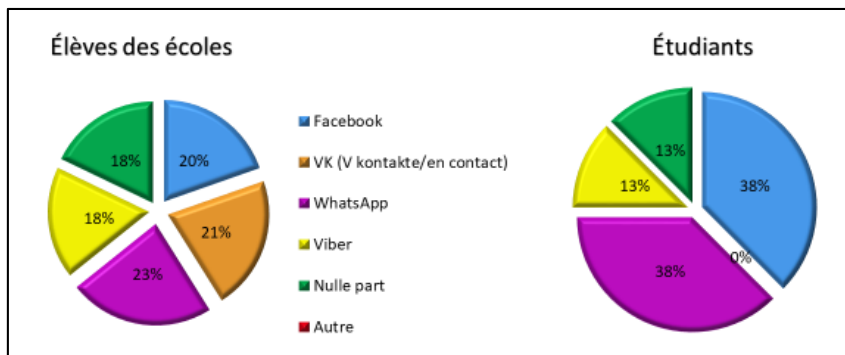
Étudiants des universités. Élèves des écoles.

A l'énoncé « Je sais rechercher seul/e les informations appropriées pour mes cours de langues » 83% et 68% des étudiants et des élèves ont donné une réponse positive. 18% des élèves le font uniquement avec le professeur. Pour les deux groupes il y a une catégorie d'apprenants qui passe beaucoup de temps à la recherche de l'information, mais le résultat ne satisfait pas l'enseignant (élèves 13% ; étudiants 17%).



Graphique 5. Les activités réalisées par les apprenants pour l'auto-apprentissage des LV

D'après les données du graphique 5 les apprenants profitent de différentes possibilités proposées par La Toile et le pourcentage des activités qu'ils choisissent est presque le même (environ 20%). C'est seulement l'usage des documents pour la lecture qui a les chiffres plus élevés (25,6%).



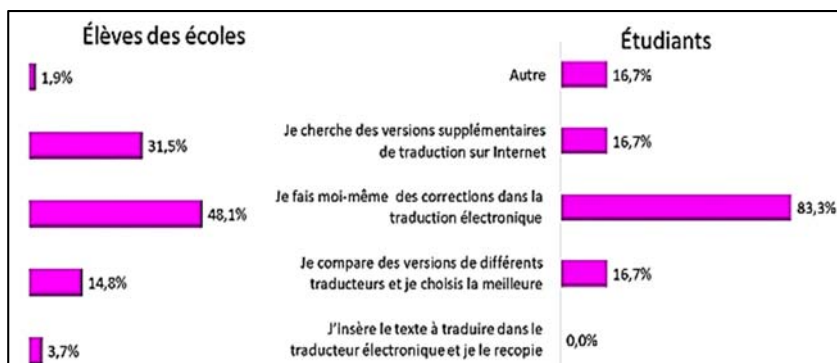
Graphique 6. La communication des apprenants en langues étrangères sur Internet

Comme la compétence communicationnelle joue un rôle particulier dans l'apprentissage de langue étrangère et que nos étudiants doivent savoir communiquer l'information de manière efficace il est intéressant pour nous de savoir comment ils le font dans leur vie extra universitaire. Les données du graphique illustrent qu'environ 40 % des élèves et des étudiants utilisent la langue étrangère en communiquant dans les réseaux sociaux. Presque la même quantité le fait dans les chats. Environ 20% n'utilisent pas la LV dans la communication virtuelle.

Dans quelle mesure les apprenants utilisent-ils des outils numériques en faisant leurs devoirs en LV ? D'après les données reçues 67% des réponses ont constaté la même quantité d'apprenants qui utilisaient partiellement les outils numériques lors de leur travail autonome. Seulement 20% des élèves ne recourraient pas à leur aide.

Lors de la traduction du texte de la langue maternelle dans une langue étrangère, la majorité des apprenants utilise le

traducteur électronique 55% (élèves) 83% (étudiants). Le recours aux outils numériques est une fois et demie plus élevé chez les apprenants universitaires, tandis que les élèves les utilisent plutôt pour vérifier les traductions. La minorité des réponses était négative (3% des élèves).



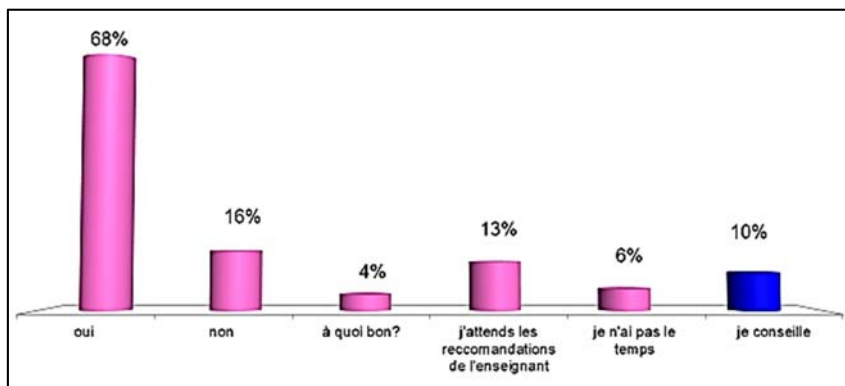
Graphique 7. Comment les apprenants travaillent avec un traducteur électronique pour traduire de/en langue étrangère

Comment est organisé le travail des apprenants avec des traducteurs électroniques ? Seulement un petit pourcentage a une confiance absolue à cet outil numérique (un sur deux), la moitié des élèves corrige la version électronique des traductions. Deux fois plus méfiants sont les étudiants des universités (83%). Les étudiants de deux groupes interrogés cherchent des versions supplémentaires et choisissent la meilleure.

A qui s'adressent les apprenants en cas de problèmes d'utilisation des ressources électroniques ? On constate qu'à l'école un élève sur trois s'adresse à l'enseignant en cas de difficulté et seulement un sur dix à l'université. Ce qui signifie le manque de confiance aux professeurs de LV en termes de compétences informationnelles. Un sur deux des apprenants universitaires et plus d'un tiers d'élèves s'adresse aux sources Internet.

En même temps si les élèves s'adressent aux professeurs, dans 80% des cas ils reçoivent une réponse soit complète (45% élèves – 33% étudiants), soit partiellement complète (environ 15% pour les deux groupes).

La majorité absolue des élèves et des étudiants souhaite en savoir plus sur les possibilités d'apprentissage des LV à l'aide d'Internet (Graphique 8). Mais seulement 13% attendent des recommandations de l'enseignant. 10% des interrogés est capable de donner un conseil dans ce domaine.



Graphique 8. Réponses des apprenant : «Je souhaite trouver des applications électroniques pour apprendre de manière plus efficace»

Parmi les applications conseillées par les apprenants on peut nommer les suivantes : lingvist ; news in ; slow french ; basic french grammar ; 7JoursLite (android) ; l'Application et le site Duolingo ; pour de nombreuses langues le site wiegehtes ; Memrise (pour le vocabulaire) ; Busuu ; lingq.com ; pimsleur.com.

Discussion. Professeurs.

En analysant les réponses des professeurs des universités pédagogies nous avons constaté qu'ils étaient plus expérimentés par rapport à un autre groupe. Il est possible que ce soit à cause de leur âge qu'ils utilisaient des outils numériques plus spontanément et avaient plus besoin d'aide dans ce domaine. En même temps on voit une certaine contradiction dans leur

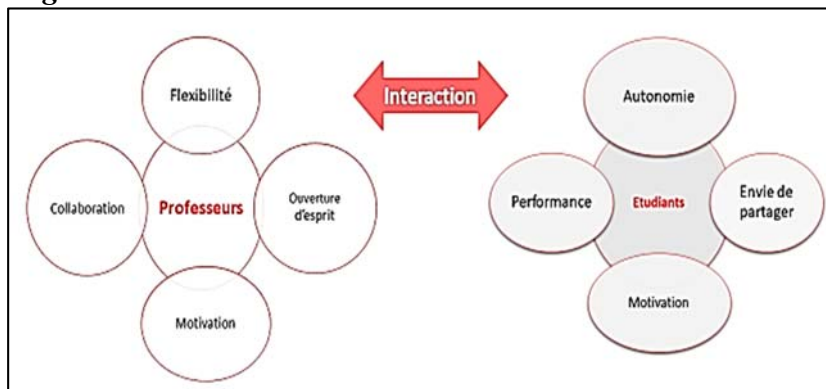
constatation d'avoir leur propre stratégie d'usage des TICE. On voit d'une part leur bonne volonté au niveau général d'enseignement, mais d'autre part une inertie dans la compréhension de la nécessité de changer leur propre trajectoire d'enseignement compte tenu de la large adoption des TICE. Les professeurs qui forment de futurs enseignants sont plus sensibles au travail autonome de leurs apprenants et ils s'impliquent de manière plus intensive dans l'éducation numérique.

5. Discussion

Etudiants/Élèves. Il est évident que les outils numériques sont une source de motivation pour les apprenants. Dans leur pratique quotidienne ils les utilisent : pour se préparer aux cours et pour l'auto-apprentissage. Ils sont importants pour eux dans le contexte de la socialisation virtuelle et le respect de soi-même.

On peut constater une haute autonomie des apprenants surtout universitaires quand ils font leurs devoirs et en cas de difficultés. Cela devient possible grâce à deux raisons : une haute performance des apprenants en numérique et la fragilité des professeurs dans ce domaine.

Interaction entre les professeurs et les apprenants dans l'organisation du travail avec les TICE.



**Graphique 9. Interaction: professeurs des universités et les étudiants.
Caractéristiques de base**

La recherche effectuée a permis de constater les caractéristiques de base pour la réalisation de l'interaction entre les enseignants et les apprenants lors d'enseignement/apprentissage des LV avec les TICE (Graphique 9). Malgré les différences qui existent au niveau des compétences informatiques entre ces deux groupes on voit qu'il existe des points de départ pour rendre leur interactivité plus efficace.

Limites de la recherche consistent à :

- La subjectivité des réponses (« le lifting identitaire »)
- Les répondants étaient des personnes motivées par le sujet
- Les élèves interrogés n'étaient que de la région de Moscou

Remerciements.

6. Conclusions

Pour l'interaction efficace dans le contexte actuel il est recommandé de :

- S'intéresser régulièrement aux applications utilisées par les apprenants
- Stimuler des initiatives des apprenants dans la recherche de nouveaux outils numériques
- Essayer de nouveaux supports
- Faire le suivi continu des innovations des TICE

Remerciements. Mes remerciements les plus sincères à tous mes collègues qui ont trouvé le temps pour répondre aux questions de l'enquête. Un grand merci à Maria Assatryan et Nadejda Abakarova pour l'attention particulière qu'elles ont porté à cette recherche.

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DEVELOPMENT OF FRENCH-LANGUAGE MULTIMEDIA PRESENTATION ESSAY USING WEB-GALLERY

Alla H. Guseva

*Department of theory and translation practice
Institute of Philology and History
Russian State University for the Humanities, Moscow, Russia
allahanafievna@gmail.com*

Abstract: The publication is devoted to the results of the mastering Supplementary Vocational Training Program for Continuing Professional Development by the teachers of Moscow schools. It describes how to work with

fairy tales' multimedia and web-galleries. It also contains an example how to structure and integrate multimedia presentation essays into «Moscow e-school» platform.

Keywords: supplementary vocational training program, «Moscow e-school», electronic educational materials, multimedia presentation essay, Web Gallery, fairy tales by Charles Perrault

1. Introduction

The application of online and offline technologies in professional activities of teachers as a tool for development of multimedia presentation essays (MPE) and interactive exercises, thematic knowledge monitoring of students learning in the classroom and remotely is a prerequisite for innovative educational policy implementation. Nowadays every secondary school teacher must work on the citywide Internet resource on daily basis, and teachers giving humanities courses, foreign language courses in particular, are active users of the platform and creators of electronic educational materials (EEM).

In this regard, there was a need for methodological and technological advice and guidance, improvement of ICT competency of teachers, and in the academic year 2017-2018, the system of supplementary vocational trainings (SVT) for teaching staff faced some changes primarily related to potential students – teachers of Moscow schools, as well as to authors of staff development training programs and heads of educational institutions of SVT system. In general, there has been a trend towards development and implementation of practice-oriented supplementary vocational programs (SVP) implying availability of students' copyright educational products applicable in everyday educational activities upon completion of a refresher course.

The Moscow Government Project Moscow e-school («MESH») aimed at the «best possible use of school capacity to improve the quality of education for students by connecting organizational and substantive aspects of the educational process» (Moscow e-school, 2017: 1), is effective from September 1, 2016 in pilot schools of Moscow, and starting from 2017, all teachers

and students of all Moscow schools must work on the portal. In accordance with the State Initiative, City Methodological Center of the Moscow Department of Education (SBEI City Methodological Center, 2018) arranging consulting meetings for teachers and heads of staff development programs on the issues related to work on «MESH» platform is in charge of organization and performance of educational activities in the system of supplementary vocational trainings.

Upon instructions from the Department, educational organizations in Moscow and federal and city universities developed and implemented SVP for teachers of Moscow schools, learning of which in a relatively short period will allow students to master the key techniques and practices for working on the «MESH» platform, as well as harness didactic mechanisms and technologies for creation of multimedia presentation essays, interactive exercises, educational databases and electronic tutorials.

2. Objectives/Purpose of the study

Review of the possible use of Web Gallery when creating a multimedia presentation essay as an electronic educational material to be integrated on the MESH platform. Analysis of MPE structure and types of educational activities in «Literature reading».

3. Methodology and sub headings

The methodology of the study comprises conceptual approach, development of a set of key provisions for methodology for creating multimedia presentation essays, as well as evaluation of effective mastering SVTP for CPD by foreign language teachers when working with Web-Galleries.

3.1. Terminology.

3.2. Implementation of «Multimedia scenarios and interactive exercises: structuring, electronic support and placing on the "MESH" platform» program (SVTP for CPD).

3.3. Key provisions of the «Primary School of XXI century» project.

4.1. Description of the set of presentation essays on Charles Perrault's fairy-tales.

4.2. Use of web galleries for education.

5.1. Fairy tale as narrative reading.

5.2. Conclusion

3.1. Terminology

Multimedia is a training tool that includes «various types of information in the form of texts, audio, video, and animation elements», and «multimedia is used for interactive cooperation with the students». We single out the third type of multimedia – «multimedia presentation systems that allow a teacher to independently prepare training materials for demonstration» (Azimov, E.G., Shchukin, A.N., 2009: 149).

The «MESH» platform where EEM developed by teachers are placed is an electronic resource of a new generation, it is a «project for teachers, children and their parents aimed to create a high-tech educational environment in Moscow schools. Its main goal is the best use of up-to-date IT infrastructure to improve the quality of school education. The main feature of «MESH» is the interactive accessible via Internet resources content: state-of-art software for teachers, students and their parents, $\diamond$ an extensive library of electronic materials that contains not only textbooks and manuals on all subjects but also ready-made lesson scripts, tests on the subjects, as well as separate elements for creating lesson scripts» (Moscow e-school, 2017: 1).

Let's define what in the context of this publication «multimedia presentation essay» («MPE») means. First of all, this is the literary genre of a small prose essay with free composition; in its turn, as a way of information presentation, MPE is a tool for communication of information in a form convenient for the recipient; Finally, in terms of MPE format, a set of slides and special effects (slide shows), textual content of the presentation, notes of

the speaker, as well as handouts for the audience stored in one file.

3.2. Implementation of «Multimedia scenarios and interactive exercises: structuring, electronic support and placing on the "MESH" platform» program (SVTP for CPD)

In the academic year 2018-2019, the Institute of Supplementary Education (ISE) of the Russian State University for the Humanities («RSUH») (ISE RSUH, 2018: 1) is implementing the supplementary vocational training program for continuous professional development (SVTP for CPD) «Multimedia scenarios and interactive exercises: structuring, electronic support and placing on the "MESH" platform» (Guseva, A.H., 2018: 4). Let's give the brief characteristics of the specified SVTP for CPD. The infrastructure of the «MESH» platform combines «traditional education and new technologies: logbook and gradebook, online library of textbooks, lesson scenarios, multimedia presentation essays (MPE), interactive exercises, virtual laboratories and others» (Moscow e-school, 2017: 2). Namely, the development of multimedia presentation essays and lesson scenarios as well as replenishment of the online library of didactic materials is the subject of this program aimed to form and improve students' competencies necessary to create a concept, develop in practice and integrate multimedia lesson scripting (MLS) and MPE into «MESH» using didactic-technological maps.

The main training objectives of this SVTP for CPD are to «introduce the infrastructure of "MESH" platform, to determine the typology and the required amount of MLS based on the subject taught; to foster competence on development of presentation essays as a mandatory element of the "MESH" platform based on didactic-technological maps; to teach how to effectively search and correctly select didactic and scientific material on the Internet for its further integration into MLS; to foster the competence on creation of interactive (trial and creative) tests (ITCT) with the function of automatic assessment, adaptation and optimization of ready-made solutions of the "MESH" platform; to develop the

competence on arrangement of extracurricular work with students online and offline during the ongoing and intermediate (modular) thematic assessment (remotely); to foster the competence on integration of practice to do online and offline the developed ITCT complexes hosted on the "MESH" platform into the classroom and extracurricular educational process» (Guseva, A.H., 2018: 3-4).

3.3. Key provisions of the «Primary School of XXI century» project

In the spring semester of the school year 2017-2018, this SVTP for CPD was mastered by 36 teachers of Moscow schools, among them 14 foreign language teachers. In classroom trainings on this SVTP for CPD, French teachers developed multimedia presentation essays on the fairytales by Charles Perrault in the «Literature Reading» course being one of the main components of the «Primary School of the 21st Century» (FSES of the Second Generation) set. In accordance with the concept of the program, the poems and prose works of Russian and foreign writers are part of the reading range of elementary school pupils.

The format of MPE on educational material using for reading and discussion in the classroom promotes for creative perception of a literary work: «<>learning a piece of one and the same genre and works of one and the same author (text composition, language of a work, depiction of characters); comparison of characters of different works, analysis of their actions, characteristics of characters; determination of time and place of events, outline of landscape description and hero portrait; reveal of the author's position and shaping own perception of the work and the heroes» (Primary School of the 21st Century, 2012: 7).

MPE as an integral part of the scripts of lessons on Charles Perrault's fairy tales contains interactive exercises (IE), which implementation develops such types of speech and reading activities as «<> understanding the purpose of reading: satisfying the reading interest and gaining the reading experience, searching for

the facts and judgments, arguments and other information; ◇ reproducing in imagination the verbal artistic images and pictures of life depicted by the author; ethically evaluating the actions of the characters, forming own perception of the heroes of the work; finding the required information in the text (specific information, facts, depictions); asking questions on the content of the work and giving answers confirmed by the examples from the text; explaining the meaning of a word based on the context with the help of dictionaries and other reference books ◇» (Primary School of the 21st Century, 2012: 9).

4. Result / Findings

4.1. Description of the set of presentation essays on Charles Perrault's fairy-tales

As a result of the mastering the SVTP for CPD by the students a resource on literature reading – the thematic section «Works of French Writers» had been developed. This choice is non-random on – in January it had been 390 years since the birth of Charles Perrault, French poet, member of the French Academy and author of childhood-known, instructive and memorable «Magic Fairy Tales». On the eve of the anniversary year, multimedia materials of various formats were published in large numbers both in public domain and on the official resources of electronic libraries, research units and educational institutions in France requiring registration access.

Further, we present a set of multimedia presentation essays and IE created by teachers of French language in the process of mastering the SVTP for CPD. The training package contains 9 MPEs, each of them includes the following headings: 1. In the vastness of art of Charles Perrault; 2. Charles Perrault's Biography; 3. Admission testing; 4. MPE (according to the list of the works in accordance with navigation – the text of the fairy tale under study 3.1-3.8); 5. Interactive exercises (in accordance with the fairy tale under study – IE 1-6); 6. References (additional material); 7. Commented graphic glossary (interpretation of lexical

units, grammar structures, socio-cultural realities, characters and images); 8. Internet resources (links to media objects and reference materials).

The structure of the MPE devoted to the work of Charles Perrault implies that each lesson with EEM has 3 stages: 1. Introduction into the topic (oral survey with presentation of video and audio fragments, admission testing on knowing the content of Charles Perrault tales); 2. Study of the new material (demonstration of illustrative and textual materials, visualization and listening of the text, reading and commenting the fragments); 3. Interactive assesment (blitz testing, search / selection of multimedia objects illustrating the Charles Perrault's fairy tale studied, selection of the subject of the project). Homework – working with Web galleries and the «MESH» electronic library, selection of materials illustrating the fairy tale under study by the students: pictures and graphics of the French artists, audio recordings, cartoons, etc.

4.2. Use of web galleries for education

On the basis of original texts of Charles Perrault's tales the trainees do the following exercises: 1. Create collections of multimedia illustrations for Charles Perrault's tales; 2. Develop an illustrated glossary on one of the tales; 3. Prepare a project on "Literature reading" using Web Gallery. To prepare a project the students are offered to choose one of the fairy tales studied: «La Belle au bois dormant» («The Sleeping Beauty in the Wood»); «Little Red Riding-Hood» («Le Petit Chaperon rouge») ; «Blue Beard» («La Barbe bleue»); «The Master Cat, or Puss in Boots» («Le Maître chat ou le Chat botté»); «The Fairy» («Les Fées»); «Cinderella, or the Little Glass Slipper» («Cendrillon ou la Petite Pantoufle de verre»); «Riquet of the Tuft» («Riquet à la houppe»); «Little Thumb» («Le Petit Poucet»); «The Tales of Mother Goose» («Les Contes de ma mère l'Oye»).

Let's list the Web galleries and electronic resources provided for the trainees to prepare a project: «Les contes de

Perrault illustrés par Gustave Doré» (<https://www.pinterest.ru/bnustrasbourg/les-contes-de-perrault-illustr%C3%A9s-par-gustave-dor%C3%A9/>); «Histoire par l'image» (<https://www.histoire-image.org/fr/etudes/illustration-livre-enfants-autour-contes-perrault>); «L'illustration des contes merveilleux» (https://www.persee.fr/doc/reper_0755-7817_1984_num_64_1_1799); «Un monde de lecture» (<https://www.youscribe.com/page/ebook/conteur>); «Paroles de contes» (https://www.canal-u.tv/video/les_amphis_de_france_5/paroles_de_contes.263); «Les contes classiques en BD» (<http://www.lamartinierajeunesse.fr/ouvrage/les-contes-classiques-en-bd-collectif/9782732449081>).

The trainees also created elementary content of the library according to the requirements of the «MESH» platform that is the «educational material that can be used for lessons and textbooks», and «<> containing image, audio, video, text, trial assesment, test (Moscow e-school, 2017: 5). It should be noted that electronic educational materials, so-called «atomics», according to the author of SVTP, are the most valuable material, since they make up a multimedia collection for work and students and colleagues in the future.

5. Discussion

Fairy tale as a narrative reading

How come that the fairy tales have been chosen by the French language teachers for MPE development? The reputable linguist and translator T.V. Tsivyan gave the most correct definition with respect to foreign language teaching methodology: «A fairy tale is considered to be one of the most comprehensible type of literary texts. The fairytale is simple and it is the first narrative reading. The simple perception of a fairy tale does not disprove its fundamental semantic complexity, but only confirms that a person has an appropriate mechanism to master it» (Tsivyan, T.V., 1975: 209-210).

It is the fairy tales having kept their folk style, folk images and sociocultural realities that reflect the history of the country of the language learned, depict characteristic features of the French, and the characters of these literary works can be found in world literature even today. As the content of fairy tales is known to the students, the work with French texts to learn lexical and grammatical structures is productive and increases motivation to master the subject.

6. Conclusion

The recent development of multimedia and opportunity to learn hypertext materials using global network has allowed access to the world literature as well as to the bibliographic rarities, works of art, sculpture, films, animation dedicated to the works of the French writers.

The state-of-art illustrative multimedia materials is an important tool to create and improve outlook and erudition of the students. The illustrations play an important role to develop associative field but due to the «irrelevance of the picture itself, its applicability, its relativity to the book» (Tsvetaeva, M.I., 2006: 148) cannot be fully perceived without visualization, listening comprehension and text reading.

In the context of this publication, creative work with fairy tales' multimedia and web galleries enhances associative thinking of the students, intensifies visual and aural memory, improves phonetic and auditive skills and also helps to have a proper understanding of the culture of the country where the language is spoken.

Wrapping up, it should be noted that this set of EEM based on the Charles Perrault's fairytales created by the teachers of Moscow schools having mastered SVTP, is integrated into the «MESH» platform, the use of these materials helps to effectively master the «Literature reading» course by the students. Multimedia presentation essays and interactive exercises are the new educational format and are developed at a qualitatively new level tak-

ing into account today's requirements to the teacher in the transition to the digital didactics.

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NEW FORMAT OF TEACHER TRAINING: DIGITAL AGE OBLIGES

Svetlana V. Mikhaylova, Anna V. Kuleshova

*Department of French and Language Teaching
Institute of Foreign Languages of the Moscow Municipal Pedagogical
University, Moscow, Russia
jevouslis@mail.ru, ksas3@yandex.ru*

Abstract: The current requirements of society for modern teachers oblige to revise the system of professional training. Today's school needs a mobile, technologically prepared specialist who owns not only the knowledge of his subject, but also super-subject ICT competencies. The article offers a summary of the experience of introducing digital technologies in the training of teachers of the French language not as a separate academic discipline, but in the form of interdisciplinary practice implemented in the process of learning French.

Keywords: digital literacy, digital competence, digital fluence, IT-technologies, linguodidactics, french teacher training

FORMER LES ENSEIGNANTS DE DEMAIN: DE NOUVEAUX DISPOSITIFS

Svetlana V. Mikhaylova, Anna V. Kuleshova

*Département de français et de didactique des langues
Institut des langues étrangères de l'Université pédagogique municipale
de Moscou, Moscou, Russie,
jevouslis@mail.ru, ksas3@yandex.ru*

Abstraict: Les exigences actuelles que la société impose aux enseignants obligent à revoir le système de formation professionnelle. L'école d'aujourd'hui a besoin d'un spécialiste mobile, préparé sur le plan technologique, qui possède non seulement les connaissances de sa matière, mais aussi les compétences TIC interdisciplinaires. L'article résume l'expérience de l'intégration des technologies numériques dans la formation des enseignants de français, ce qui ne se fait pas en tant qu'une discipline académique à part, mais sous la forme d'une pratique interdisciplinaire appliquée lors du processus d'apprentissage du français.

Mots-clés : littéracie numérique, compétence numérique, maîtrise numérique, TIC, didactique des langues, formation des enseignants de français

1. Introduction

Aujourd'hui, nul ne doute de l'épanouissement du numérique dans tous les domaines sociaux, ce fait imposant de nouvelles connaissances et savoir-faire applicables dans de nouveaux contextes. Depuis Paul Gilster (1997), la littéracie numérique traduit une triade composée des compétences numériques, du trafic digital et de la sécurité numérique. Donc, il est évident que la littéracie numérique comprend des savoir-faire et des savoir-être, notamment, ceux

- « de disposer d'une culture numérique solide
- de connaître vos droits et devoirs dans le monde numérique
- de maîtriser votre identité numérique
- de tirer profit des ressources et informations qu'offrent le web et les réseaux sociaux
- de travailler efficacement en réseau
- de produire des documents multimédias de qualité
- d'appréhender les usages du numérique dans le cadre professionnel » (Compétences numériques, 2018).

La littéracie numérique n'est pas une finalité, mais une étape transitoire vers la **compétence numérique**, qui dépasse la seule maîtrise d'outils numériques, pour s'épanouir dans la **maîtrise digitale**, une faculté d'opérer dans l'espace Net d'une façon facile, libre et consciente ce qu'on peut évaluer en se basant sur la grille d'autoévaluation des compétences numériques (Europass, 2018). Selon (Ollivier & Projet e-lang, 2018: 15), « il convient de noter que ces composantes ont toutes trois faces. Il s'agit, d'une part, de savoir utiliser les ressources numériques en "consommateur", de savoir produire et donc d'être acteur et de comprendre et pouvoir évaluer les ressources et outils pour en faire un usage critique et éclairé».

2. Objectifs de la recherche

Selon le « Référentiel de compétences pour les enseignants: TIC Unesco » publié en 2011, « s'il est nécessaire que les enseignants possèdent des compétences dans le domaine des TIC et sachent les transmettre à leurs élèves, cette condition ne saurait suffire. Il est, en effet, tout aussi essentiel que les enseignants soient capables d'aider les élèves à entrer dans une démarche d'apprentissage collaboratif, de créativité et de résolution de problèmes grâce à l'usage des TIC afin qu'ils deviennent des acteurs efficaces de la société et de l'économie » (TIC Référentiel, 2011: 4). À cette fin, l'activité des enseignants à l'ère du numérique, se devra-t-elle être articulée autour des trois axes qui représentent des étapes successives de la formation de ceux-là.

1. **Alphabétisation technologique**, où les élèves utilisent les TIC en vue d'un apprentissage plus efficace.

2. **Approfondissement des connaissances**, alors que les élèves acquièrent dans les disciplines étudiées des connaissances approfondies pour appliquer ces dernières à résoudre des problèmes complexes et concrets.

3. **Création de connaissances**, lorsque les élèves, citoyens et acteurs futurs de l'économie, créent de nouveaux savoirs (TIC Référentiel, 2011: 4).

Dans le contexte russe actuel on constate une hausse considérable du taux d'alphabétisation digitale (*digital literacy index*): l'étude effectuée par le Centre public régional des Internet-technologies (POIIT, ROCIT) a estimée cette augmentation de 5,7% en période 2015–2017 ce qui fait 5,99 points à l'échelle de 10, avec des variations régionales entre 4,17 et 6,41. 89% des adolescents et 53% de leurs parents sont d'actifs Internet-utilisateurs (ROCIT 2017).

Les données de l'enquête sont les mêmes, pour ne pas dire plus impressionnantes, pour les pays hors la Russie : 95% des adolescents européens sont des usagers actifs du numérique. Pourtant, la réalité scolaire laisse à désirer : seuls 20–25% d'entre eux avouent faire leurs études dans un cadre scolaire numérisée

ou avoir des enseignants dont la compétence numérique dépasse la leur (Idem). Citons, par ailleurs, le cas de la France, où, lors du sondage du Ministère de l'éducation nationale, de l'enseignement supérieur et de la recherche, réalisé en 2016, 40% des enseignants du 2nd degré ont estimé leur maîtrise du numérique “*insuffisante*” ou “*très insuffisante*” (PROFETIC, 2016).

Ainsi, la formation de futurs enseignants, exige-t-elle de nouveaux standards et modèles de leur préparation à la vie professionnelle. Nous envisagerons ci-dessous notre expérience de former des enseignants de FLE au sein de l'Institut des langues étrangères de l'Université pédagogique municipale de Moscou (Moscow City University – MCU, Russie).

3. Cadre théorique et méthodologie

Nous appliquons la taxonomie proposée par Nicolas Guichon (2012) qui décrit deux niveaux d'intégration des TIC aux situations professionnelles dans les classes de langues (nous reprenons ci-dessous son référentiel – Tableau 1) et les pratiques d'intégrer les TIC dans l'enseignement/apprentissage (p.ex., Paquelin, 2008; Vikulova, Makarova, Gerasimova, 2018).

Tableau 1 – Situations professionnelles intégrant les TIC
(Guichon, 2012: 179)

Niveaux	Types de compétences	Capacités mobilisées
1. Intégration minimale des TIC	1. Documentaire	Capacité à trouver des ressources brutes (non didactisées) sur Internet pour une exploitation pédagogique
	2. D'évaluation	Capacité à évaluer des ressources ou des dispositifs d'apprentissage médiatisé (cédéroms ou sites Internet) pour leur intérêt pédagogique
	3. De diffusion	Capacité à utiliser le TBI ou le vidéo-projecteur pour diffuser des documents authentiques afin d'enrichir l'exposition à la L2 des apprenants en salle de classe

Niveaux	Types de compétences	Capacités mobilisées
2. Intégration approfondie des TIC	4. De conception	Capacité à construire des situations mobilisatrices (émotionnellement et pédagogiquement) qui s'insèrent dans le programme d'enseignement et à utiliser les outils de communication (chat, blog, forum...) les plus adaptés pour l'apprentissage visé
	5. D'édition et de fabrication de micro-tâches	Capacité à éditer des ressources (p.ex., ajouter des sous-titres à un extrait vidéo, le raccourcir, l'assortir de titres ou de questions) et à concevoir des micro-tâches par le biais d'exerciceurs
	6. D'intégration	Capacité à exploiter des outils de communication médiatisée par ordinateur pour amener les apprenants à diffuser leurs productions ou à interagir à l'écrit ou à l'oral
	7. D'accompagnement pédagogique	Capacité à planifier, à individualiser, à rétroagir, à évoluer dans des situations pédagogiques recourant aux technologies
	7. De médiation	Capacité à gérer les interactions médiatisées par ordinateur avec les apprenants et entre apprenants

Le contexte institutionnel étant suffisamment décrit par notre collègue, Nadejda Abakarova (2016: 590), nous croyons nécessaire de n'en donner que quelques détails :

- Institut des langues étrangères de l'Université pédagogique municipale de Moscou (Russie),
- parcours universitaire *Bachelor en Sciences de l'Éducation* (240 points ECTS),

- niveau de diplôme validé à la sortie – Bac+4,
- la majorité d'étudiants, débutants/faux-débutants en français, se prédestinent à devenir enseignants de français aux écoles primaires et secondaires de Moscou (FLE, FLS).

4. Résultat

Les étudiants actuels, tous représentants de la génération Z dont les traits caractéristiques sont résumés par (Fernandez-Cruz, Fernandez-Dias, 2016), n'éprouvent aucune peine pour retrouver une ressource, une information, pour se familiariser avec toute application ou un gadget. Une plus grande difficulté leur est celle d'évaluer le potentiel de la ressource trouvée et de proposer son application dans le processus de l'apprentissage de français. Pour former ce savoir-faire, nous rajoutons un composant professionnel aux cours de grammaire pratique de français (à partir du premier semestre d'études). Après avoir étudié un thème grammatical (systèmes des articles, des pronoms etc.), les étudiants sont censés de proposer un fragment de leçon de français dans la secondaire où, avec des TIC, ils auraient pu expliciter le thème étudié (cette simulation prévoit un choix libre par les étudiants de la classe et du niveau de langue visés). De cette façon, l'acquisition des connaissances théoriques va de concert avec la formation des savoir-faire professionnels.

Il est à noter que les compétences des deux niveaux décrites dans le Tableau 1 ne sont pas dissociées. Dès la première année d'études, pendant les TD de FLE, nous proposons aux étudiants de créer un projet individuel ou collectif dans le cadre de la thématique étudiée. L'apprentissage par projet se déroule dans une dimension humaine et technologique tout à fait différente de celle qui caractérise l'apprentissage traditionnel – une plus forte connexion entre son propre apprentissage du français et l'entrée en profession pédagogique s'établit. Certains projets réalisés sont téléversés et ouverts au visionnage (<https://www.youtube.com/watch?v=S7S14p3fRUA>),

<https://www.youtube.com/watch?v=CCmJITMH65s>). Les projets «Mon blog personnel», «Centre de langues étrangères» aboutissent à la création des modèles en ligne (<https://illustreblog.livejournal.com/>, <https://www.youtube.com/watch?v=OHDlsfhG-Dk>). Le caractère réaliste de la tâche et la nécessité de la résoudre rapidement sert de stimuli supplémentaires pour nos étudiants.

Les 3–4^{èmes} années revêtent un caractère professionnalisant maximal. Une des étapes des cours de civilisation de France (5–6^{èmes} semestres) est l'expertise des manuels scolaires de français afin d'y relever la composante « Civilisation-Interculturel ». Cette étape est succédée par une collecte de documents authentiques dans le Net (textuels, graphiques, statistiques, audio, vidéo...). Un dossier de ressources ainsi composé est, à son tour, soumis à l'expertise des condisciples et chaque étudiant doit « passer à la soutenance » de son dossier pour prouver son potentiel didactique en tant que ressources brutes. Ensuite il s'agit d'un traitement didactique des ressources du réseau. Ci-dessous nous citons une des conceptions didactisées (fiche pédagogique).

Sujet: Culture le calendrier et les destinations de vacances

1. Écoutez la chanson «C'est les vacances» (<https://www.youtube.com/watch?v=0UPoBSvmzuo>) et complétez les phrases ci-dessous:

C'est les vacances, nous partons en voyage

Deux heures d'avance et beaucoup de _____

Le cœur qui bat, les sandwichs en plastique

_____ est là, c'est vraiment fantastique

Une voix nous dit « En voiture », nous partons vers l'aventure

Ça y est, cette fois, notre train est parti

La joie, le vent, direction _____

La nuit j'attends avant de m'endormir

Le nombre des _____, les arbres qui défilent

C'est bien mieux que la voiture pour partir à _____.

2. Pour le texte rétabli choisissez la bonne réponse:

a) Quelle est la nature de ce document?

- 1) une publicité
- 2) une chanson
- 3) un reportage
- b) De quel type de voyage parle-t-on?
 - 1) c'est un voyage d'affaires (pour le travail).
 - 2) c'est un voyage touristique (pendant les vacances).
 - 3) c'est un voyage religieux.
- c) Quel est le moyen de transport choisi pour le voyage?
 - 1) le train
 - 2) le car
 - 3) l'avion
- d) Quelle est la destination du voyage?
 - 1) l'Italie.
 - 2) l'Espagne.
 - 3) la France.
3. Dans ce texte, une jeune fille part en vacances. Quelles sont les habitudes des Français pour les vacances? Dites si les phrases soulignées sont vraies ou fausses.
 - a) « Nous partons en voyage »: Très peu de Français partent pendant les vacances.
 - b) « L'été est là »: La saison préférée des vacances est l'été (juillet-août).
 - c) « Nous partons vers l'aventure »: Les moins de 20 ans ont souvent l'occasion de partir en vacances.
 - d) « Direction l'Italie »: La majorité des Français passent leurs vacances à l'étranger.

Lors de leurs stages pédagogiques (7–8^{èmes} semestres), les futurs enseignants jouissent de l'occasion de se construire une identité professionnelle en coordonnant les acquis universitaires aux besoins réels du métier d'enseignement. Ils font introduire le digital dans le quotidien des classes et créent des exercices sur des plateformes *ISpring*, *Scribydoo*, *Chat Stories* (Gloose), *École numérique de Moscou*, *École numérique de Russie*, *Survio*, en mobilisant les écoliers à utiliser des outils de communication virtuelle.

Le volet informel de l'enseignement du français à la MCU est aussi en corrélation avec la professionnalisation de la formation : les étudiants sont incités à démontrer leurs compétences linguistique, interculturelle, de la maîtrise des TIC lors des concours de production et de création (p.ex., le concours des cartes vocaliques « *À l'écoute de...* » en 2017–2018, organisé en coopération avec l'Institut Français de Moscou et le CLA de l'Université de Franche-Comté, voir – <https://www.institutfrancais.ru/fr/russie/concours-etudiants-carte-postale-vocalique-lecouite>).

Nous tenons à souligner l'aspect axiologique de la formation des enseignants : tout en explorant l'usage professionnel du monde numérique, les étudiants découvrent leur vocation. La valeur sociale et culturelle du métier d'enseignement, l'investissement dans « l'open-education » se réalise, entre autres, grâce à la participation à des projets communautaires sur la toile. Plus d'une fois, nos étudiants ont participé au crowdsourcing de la Wikiversité francophone. La création des ressources wiki, celles-ci considérées aujourd'hui comme une nouvelle forme de l'enseignement interactif, permet aux étudiants de sentir leur pertinence professionnelle et de partager, dans leur langue de métier, la culture de leur pays et leurs intérêts personnels.

Il en résulte les pages du projet participatif, conçues, produites et diffusées dans le cadre de l'appel «Aidons la Wikiversité», lancé lors des Journées Internationales de la Francophonie:

[https://fr.wikiversity.org/wiki/Littérature_russe:_Constantin_Simonov](https://fr.wikiversity.org/wiki/Littérature_russe:_Constantin_Simonov;);

https://fr.wikiversity.org/wiki/Littérature_russe:_Fiodor_Do스토ïevski,_vie_et_œuvre;

https://fr.wikiversity.org/wiki/La_photographie_:_les_éléments_de_base;

https://fr.wikiversity.org/wiki/Dessin_animé.

5. Discussion et conclusion

Rejoignons la cohorte de ceux qui sont persuadés que les TIC sont appelées à devenir le point d'appui d'Archimède. Les intégrer dans la formation pratique des enseignants répondra aux exigences de la société *Industry 4.0*. La numérisation de l'enseignement professionnel amènerait, à notre point de vue, aux modifications de la dimension institutionnelle et personnelle de l'éducation. Ceci pourrait redonner plus de maîtrise pédagogique et didactique aux étudiants en Sciences de l'Éducation, les rendre acteurs du numérique et les reconforter dans la quête de leur identité individuelle et professionnelle, ainsi que réactualiser le processus de formation des formateurs en coordination et harmonie avec le contexte social d'aujourd'hui. Le court aperçu de notre expérience en servirait d'exemple.

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THE MOOCS IN THE FLE CLASS IN NON-LINGUISTIC UNIVERSITIES

Nataliya V. Chernyshkova

*Department of Applied Foreign Languages
University of Finance near the Government of the Russian Federation,
Moscow, Russia
ronas20007@yandex.ru*

Abstract: In view of the digitalization of society and MOOC integration in the educational sphere it were appeared many researches, connected with the blended learning which transforms and enriches traditional forms of education. Is there the productive influence of the MOOC on the development of the foreign-language competence of students? Are the MOOC necessary? The research was conducted with the participation of the students of not linguistic higher education institution. Results of the research are presented in this article.

Keywords: MOOC, French as foreign language, foreign-language competence, online courses, blended learning

LES MOOC EN CLASSE DE FLE DANS LES UNIVERSITES NON-LINGUISTIQUES

Nataliya V. Chernyshkova

*Département des Langues étrangères appliquées
Université de finance près le Gouvernement de la Fédération de Russie,
Moscow, Russie
ronas20007@yandex.ru*

Abstrait: En raison de l'intégration des MOOC dans la formation et de la digitalisation de la société, on parle beaucoup de l'apprentissage hybride, comment elle transforme la formation traditionnelle. Les MOOC influencent-ils favorablement ou non sur le développement des compétences linguistiques des étudiants? Sont-ils nécessaires ? Telles sont les questions étudiées dans cet article. La recherche en question présente les résultats du travail réalisé auprès des apprenants universitaires russophones de formation non-linguistique.

Mots clés: MOOC, FLE, compétence linguistique, cours en ligne, apprentissage hybride.

1. Introduction

En Russie les langues vivantes sont obligatoirement enseignées lors des cours universitaires et l'anglais occupe la position dominante. Le nombre d'étudiants apprenant le français comme la première langue étrangère diminue chaque année. Néanmoins on constate l'intérêt accru des jeunes d'étudier le français comme la deuxième langue étrangère. Dans les universités russes non-linguistiques on forme des facultés où la deuxième langue étrangère est obligatoire. A l'Université de finance il y en a deux où les étudiants de première année choisissent une langue étrangère (LE) parmi le français, l'espagnol, l'allemand et le chinois.

Cependant au cours des études les professeurs sont confrontés à la réduction permanente de la quantité de cours de langues étrangères, tandis que la part du travail indépendant des étudiants augmente sensiblement; les exigences envers les compétences linguistiques sont en hausse. Les apprenants

sont mécontents : en étudiant la LE 4 ou 6 semestres avec 3 heures académiques par semaine il n'est pas possible de maîtriser la phonétique, la grammaire, le lexique. De ce point de vue les MOOC représentent un grand éventail des séquences à étudier ayant des avantages incontournables: ils sont gratuits, accessibles, consultables en ligne, donnés par de grandes institutions.

Le sujet des MOOC provoquent plusieurs discussions. Les uns pensent que les MOOC ne sont pas rentables, demandent beaucoup d'investissements, n'ont rien changé à la pédagogie (Roberge, A., 2017). D'autres les défendent ; ils en voient la possibilité de perfectionner l'enseignement supérieur en intégrant les MOOC dans la formation et en réalisant l'apprentissage hybride (Borshcheva, V.V., Kashparova, V.S., Sinitsyn, V. Yu., 2017: 53; Bolodurina, I.P., Zaporozhko, V.V., Parfenov, D.I., Antsiferova, L.M., 2017: 27; Molodyakov, S.A., Saradgishvili, S.E., 2017: 133); mettent accent sur le travail indépendant (Hohlova, A.A., 2017: 21; Malyuga, E., 2016: 120). Il y a des recherches où sont analysés les avantages et les inconvénients des MOOC du point de vue didactique, les particularités de leur évaluation et certification (Gulaya, T.M., 2015: 73; Kozarenko, O.M., 2018: 249).

On distingue trois types de MOOC:

- xMOOC: basé sur la transmission du savoir où le contenu (la vidéo) présenté par un expert est le plus important;
- cMOOC: basé sur l'interaction entre les participants pendant la période déterminée pour échanger, partager et produire une information autour d'un centre d'intérêt commun (Kolbé, A.S., 2014: 41);
- tMOOC: met l'accent sur les compétences. Les participants doivent accomplir un certain nombre de tâches. Il associe instruction et socio-constructivisme.

2. Objectifs et méthodologie

Pour nos études on a utilisé les méthodes qualitatives et quantitatives. L'enquête en ligne a été rédigée par le professeur de français et s'adressait aux étudiants francophones. 34 apprenants aux niveaux A2-B1 ont pris part dans l'enquête. Les données chiffrées ont permis de réaliser une analyse descriptive présentée sous forme des histogrammes et cammemberts. L'objectif est de comprendre si les étudiants estiment l'efficacité et les possibilités des MOOC pour l'étude de la langue française.

3. Résultat

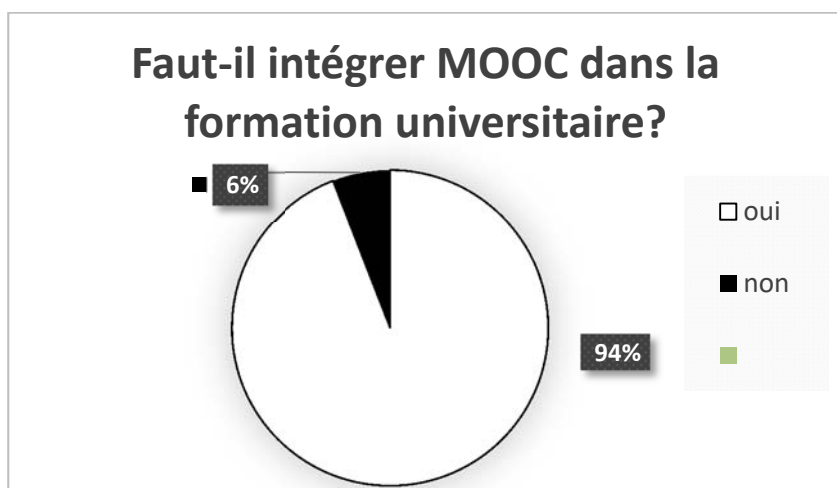
Dès la rentrée universitaire 2018-2019 a lieu la diversification des cours de français en intégrant les deux MOOC: "Vivre en France – niveau A2 " / "Vivre en France – niveau B1" pour les étudiants débutants en français, et ceux qui ont un niveau élémentaire du Cadre Européenne de Référence pour les Langues. Ces MOOC présentent l'hybride de xMOOC (vidéo présenté par l'expert pour faciliter les sujets de grammaire) et tMOOC (développement des compétences linguistique et socioculturelle).

Les étudiants ont la possibilité de découvrir la langue et la culture française. Dans ces cours il y a 18 / 22 séquences. Chaque séquence compte 4 heures d'apprentissages en autonomie autour d'un thème différent: vie quotidienne, culture française, vie citoyenne, démarches administratives. Les étudiants pratiquent l'écoute grâce à des vidéos et des documents audios, la lecture avec des articles et des documents administratifs et de la vie quotidienne, l'écriture de texte avec des sujets variés et amusants, la grammaire et le lexique grâce à des vidéos pour comprendre, et des activités interactives pour s'entraîner. Les étudiants apprennent hors classe de manière simple et efficace sur leurs téléphones portables, leurs tablettes, leurs ordinateurs.

Tous les étudiants interviewés utilisent les MOOC recommandés par le professeur pour l'apprentissage de FLE. Parmi les variants proposés – professeur, copain, je trouve moi-

même, d'autres – tous les étudiants ont choisi l'option: professeur. On peut affirmer dans ce cas que les étudiants russes ne sont pas encore habitués d'étudier à distance. Ils attendent les consignes de la part du professeur concernant leurs études en ligne. Ils ne sont pas encore motivés de la formation à distance. Cependant il y a des cas où les étudiants après avoir essayé d'étudier le français grâce à cette ressource, cherchent d'apprendre une autre langue étrangère, l'espagnol, par exemple.

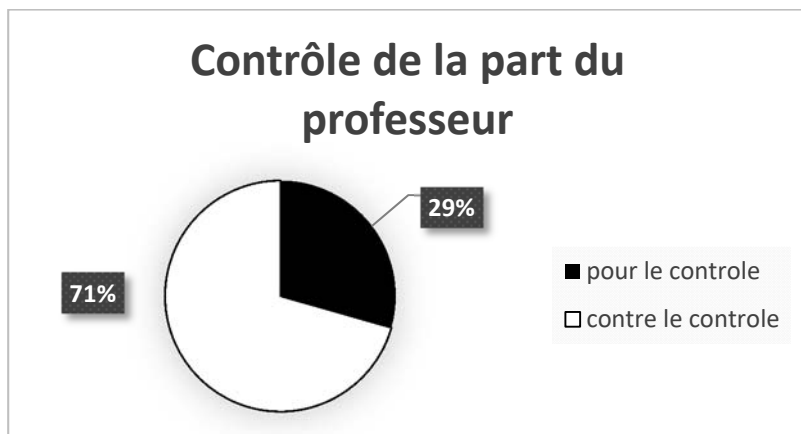
Parmi tous les interviewés 94% affirment que les MOOC sont nécessaires pour la formation universitaire, surtout pour l'apprentissage de FLE (Graphique 1). Le test après chaque séquence permet d'évaluer immédiatement leurs résultats et met l'accent sur les sujets mal appris.



Graphique 1: Intégration des MOOC dans la formation universitaire

Ce qui peut provoquer la discussion, c'est la question du contrôle du professeur de la réalisation des séquences. La plupart des étudiants (71%) n'ont pas besoin de tutorat. C'est un bon signe puisque les étudiants se rendent compte de l'importance et du rôle des connaissances, surtout des connaissances linguistiques dans notre société digitale ouverte à tout le monde. Néanmoins un

quart des personnes interviewées (29%) éprouvent la nécessité de la surveillance (Graphique 2). Probablement elles ne sont pas prêtes à l'autocontrôle et le délèguent au professeur.

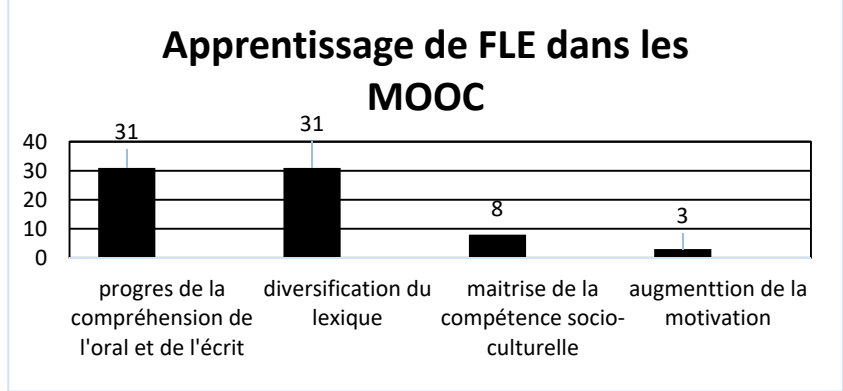


Graphique 2: Contrôle de la part du professeur

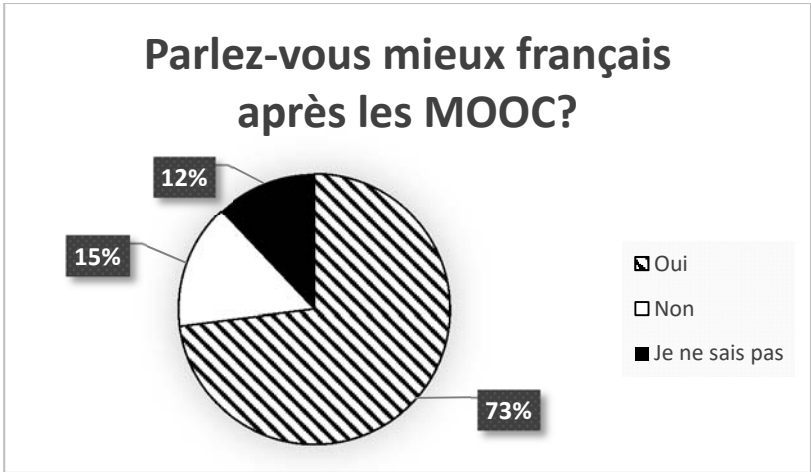
Presque tous les étudiants (91%) ont évalué l'efficacité de ces cours en ligne pour leurs compétences linguistiques surtout son effet positif sur la compréhension de l'oral et de l'écrit, . Seulement 23% des étudiants ont noté le développement de la compétence socio-culturelle et seulement 9% sont motivés (Graphique 3). Ce phénomène de la motivation si basse peut être expliqué par le fait que cette ressource a été recommandé par le professeur d'une part, et par un travail monotone (comme disent les étudiants) d'autre part. Malgré une motivation basse on peut constater que les étudiants ont valorisé le potentiel des MOOC pour leur développement intellectuel.

On constate le progrès dans l'apprentissage de FLE après avoir commencé les cours en ligne recommandés. 73% des étudiants sont satisfaits de leurs résultats. Ce sont les étudiants qui étudient régulièrement le français, font tous les devoirs, y compris la formation en ligne. Les apprenants qui négligent souvent les cours ont répondu négativement (15%). Probablement

ils n'ont pas de base solide des connaissances en français à cause de leurs absence constante ce qui provoquent de grandes difficultés. Et 12% n'ont pas pu constater s'ils avaient des progrès.



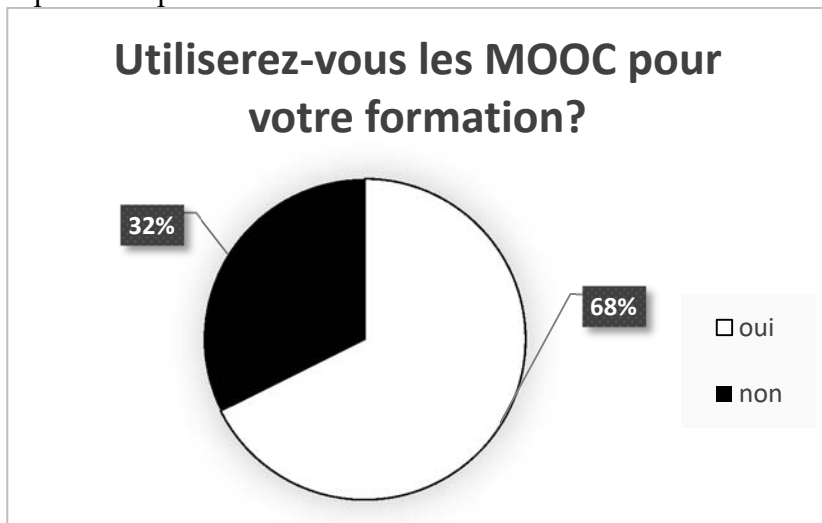
Graphique 3. Résultats de l'apprentissage de FLE dans les MOOC



Graphique 4. Satisfaction des études en ligne

Le résultat inattendu concerne l'utilisation future des MOOC. La plupart (68%) continueront à utiliser les ressources éducatives en ligne pour les buts professionnels et personnels.

Cependant pour les 32% les MOOC ne présentent aucune valeur. Ils préfèrent plutôt les formes traditionnelles de la formation.



Graphique 5. Utiliserez-vous les MOOC pour votre formation ?

Il est à noter que tous les étudiants croient que leur apprentissage de FLE est devenu plus diversifié grâce aux MOOC. Ils choisissent l'apprentissage hybride et affirment qu'il est le meilleur.

4. Conclusion

Les résultats du sondage sont contradictoires. On constate l'accord complet des étudiants qu'il faut réunir les formes traditionnelles de l'étude de FLE en classe et les MOOC. Ils les ont estimés pour le développement de leur compétence linguistique. Néanmoins la motivation basse a lieu ce qui exige plus de travail de la part du professeur.

L'intégration des cours en lignes a un effet positif sur l'études des langues étrangères (la compréhension de l'oral et de l'écrit), en élargissant les possibilités de l'enseignement. Mais les résultats de recherches ont montré que certains étudiants russes n'ont pas encore l'habitude de l'autoformation en ligne, ils

attendent l'impulsion de la part du professeur qui continuent à jouer un rôle important dans l'enseignement, surtout s'il s'agit de l'expression orale et écrite.

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USING INFORMATION AND COMMUNICATION TECHNOLOGIES IN THE LANGUAGE CLASSROOM AT LEVELS B2-C1: A CASE STUDY OF LINGUISTIC COMPETENCE

Liubov L. Chitakhova

*Department of French Language
Moscow State Institute of International Relations (University)
of the Foreign Ministry of Russia, Moscow, Russia
l.chitakhova@gmail.com*

Abstract: Development of the grammar and vocabulary skills by means of ICT in the French language classroom became a typical didactic approach. The article deals with advantages and drawbacks provided by using of multi-media tools at levels B2 and C1 from the teacher's and students' point of view.

Keywords: information and communication technologies in second language teaching, second language acquisition, linguistic competence, levels B2 and C1

L'UTILISATION DES TECHNOLOGIES DE L'INFORMATION ET DE LA COMMUNICATION EN CLASSE DE LANGUE AUX NIVEAUX B2-C1: LE CAS DE LA COMPÉTENCE LINGUISTIQUE

Liubov L. Chitakhova

*Département de la langue française
Institut d'État des relations internationales de Moscou (Université)
du Ministère des Affaires Étrangères de la Russie, Moscou, Russie
l.chitakhova@gmail.com*

Résumé: Les technologies de l'information et de la communication sont de nos jours largement utilisées dans la didactique du FLE. Cet article s'interroge sur les avantages et les inconvénients des outils multimédias dans l'acquisition de la compétence linguistique et confronte la vision de l'enseignant sur la problématique à celle des apprenants des niveaux B2 et C1.

Mots-clés: technologies de l'information et de la communication, didactique du FLE, compétence linguistique, niveaux B2 et C1

1. Introduction

Les technologies de l'information et de la communication (TIC) font depuis plusieurs années partie de notre vie. Elles ont profondément transformé le monde et les relations entre les êtres humains dans tous les domaines et en particulier dans celui de l'enseignement (Floridi L, 2014 : 79). L'initiation quasi générale aux outils informatiques a permis de nouvelles pratiques pédagogiques pour la didactique des langues étrangères basées sur l'utilisation des ordinateurs, tablettes, logiciels spécifiques, tableaux interactifs, réseaux sociaux, sites Internet, manuels électroniques et autres.

Les changements technologiques qui se sont produits dans le monde, l'arrivée massive des gadgets, le profil des élèves appartenant désormais à la génération numérique amènent les professeurs à repenser de façon radicale la manière d'enseigner. La « nouvelle réalité pédagogique » (Loseva N.V., 2017 : 126) nécessite la révision des formes de travail puisque celles dont nous avons hérité s'avèrent inefficaces et/ou insuffisantes. Il revient donc au professeur de proposer un système d'activités et d'exercices qui va permettre à l'apprenant non seulement d'assimiler la règle étudiée pour faire des exercices sans commettre d'erreurs mais aussi de transformer ce savoir en algorithmes qui pourraient l'aider à construire un discours spontané correct (Loseva N.V., 2017 : 128).

Pour réussir à cette tâche, l'élève a besoin de savoir-faire en grammaire et en vocabulaire dont le rôle ne cesse d'accroître avec la montée en niveaux car la compétence linguistique insuffisante risque d'entraver le sens du discours et de devenir source de malentendus. À cet égard, les TIC ont en la matière une puissance didactique non négligeable (Kulikova E.V., 2014 : 132-133). Reste à savoir si ce potentiel n'a que des côtés positifs et quelles pourraient être, le cas échéant, ses limites.

2. Objectifs et méthodologie

Le présent article s'interroge en premier lieu sur l'utilisation des outils multimédias pour acquérir à travers des activités de classe la compétence linguistique qui représente la maîtrise des outils grammaticaux, lexicaux, phonologiques et orthographiques, ainsi que la connaissance des règles et l'usage d'un code linguistique en correspondance avec le contexte de communication (Sysoev P.V., 2013 : 81). Nous nous en tenons ici à l'enseignement de la grammaire et du vocabulaire puisque les compétences phonologique et orthographique sont considérées comme globalement acquises aux niveaux B2 et C1. En plus, il s'agit des activités qui ne requièrent pas l'accès à Internet, ni l'utilisation de plateformes ou logiciels spécifiques, ce type d'exercices ayant fait l'objet de nombreuses études (voir par exemple : Karsenti Th., Larose François, 2001 ; Guichon N., 2012 ; Sysoev P.V., 2014). Les activités que nous nous proposons de considérer portent sur toutes les étapes de l'enseignement / apprentissage : présentation d'un nouveau sujet, entraînement, évaluation par le professeur, auto-évaluation par l'étudiant. La pratique de ces activités en classe implique l'équipement ordinaire d'un laboratoire de langue : un ordinateur, un projecteur, un écran, des casques individuels pour les étudiants et le professeur.

Notre deuxième objectif découle de la pratique descriptive adoptée dans les recherches en didactique de langue. On n'y voit, dans la majorité écrasante des cas, que la vision de l'enseignant qui évalue le processus et les résultats de l'application des outils multimédias ou, plus largement, des TIC. Quant à la perception de l'apprentissage par les élèves, elle ne fait pas partie des objets d'études privilégiés. Il nous a paru intéressant de comparer les deux regards : d'analyser les atouts et inconvénients des activités proposées du point de vue de l'enseignant et de les confronter aux résultats d'un sondage effectué auprès des étudiants et portant sur l'efficacité de ces mêmes exercices afin d'en définir le champ d'application et les limites.

Pour apporter les réponses aux questions posées, nous avons proposé en septembre 2018 un sondage à 22 étudiants à l'Université MGIMO (L'Institut d'État des relations internationales de Moscou) qui apprennent le français comme première langue étrangère en 3^e (11 personnes) et 4^e (11 personnes) année au niveau B2 et C1 respectivement. Dans le questionnaire qui leur a été soumis et qui comprenait 8 questions à choix multiples il a été spécifié qu'ils pouvaient donner une ou plusieurs réponses sauf pour la question 2 portant sur la fréquence de l'utilisation des TIC où une seule réponse était requise.

3. Résultats

3.1. Pratiques individuelles des apprenants pour travailler le français

Les quatre premières questions du sondage sont d'ordre général et portent soit sur l'idée que les élèves se font de l'usage des TIC dans l'apprentissage des langues, soit sur leur travail individuel à l'aide des TIC. Interrogés sur l'efficacité potentielle des TIC dans l'apprentissage du français (question 1), les étudiants sont 21 sur 22 (soit 95,45%) à y croire pour avoir une bonne prononciation et intonation. 15 personnes (68,18%) y voient le moyen d'acquérir la maîtrise lexicale, 5 (22,73%) la possibilité de s'y connaître en grammaire, 1 (4,54%) de bien maîtriser l'orthographe. Aucun sondé n'affirme que les TIC sont inefficaces pour les domaines mentionnés. Dans leurs pratiques individuelles (question 3) 15 personnes (68,18%) utilisent des TIC pour travailler la phonologie, 13 (59,09%) le lexique, 9 (40,9%) la grammaire et 2 (9,09%) l'orthographe. Quant à la fréquence de l'utilisation des TIC (question 2), 11 étudiants (50%) affirment le faire « assez souvent », 7 (31,82%) « de temps à autre », 3 (13,64%) « assez rarement », 1 (4,54%) « rarement ». La réponse « très souvent » n'a pas été sélectionnée. Les étudiants sondés sont persuadés que les TIC pourraient surtout faire preuve d'efficacité (question 4) à l'étape d'entraînement (20 personnes, soit 90,9%). Ils sont bien plus réticents sur les

possibilités des outils multimédias pour l'auto-évaluation (6 personnes, soit 27,27%), la présentation de nouveaux sujets de grammaire ou de vocabulaire (3 personnes, soit 13,64%), l'évaluation par le professeur (2 personnes, soit 9,09%).

3.2. *Étape de présentation d'un nouveau sujet de grammaire ou de vocabulaire*

La présentation d'un nouveau sujet en classe peut se faire sous forme de powerpoint. Son premier atout incontestable est la possibilité de faire une explication sur mesure en l'adaptant au niveau des apprenants qui peuvent se concentrer sur le sujet sans se voir obligés de prendre des notes puisque le professeur peut par la suite le leur faire parvenir. Deuxièmement, le powerpoint permet de présenter l'information progressivement en cliquant sur la diapo pour faire apparaître les éléments significatifs. En outre, sur une même diapo on peut mettre des informations de types variés : texte, schéma, tableau, image ou photo, document audio ou vidéo. Cela facilite la compréhension puisque plusieurs organes sensoriels sont impliqués dans l'explication. On ne devrait pas non plus oublier le potentiel ludique de ce support que l'enseignant peut exploiter. Le powerpoint peut en outre servir à organiser un premier entraînement, celui qui suit immédiatement la présentation du sujet et qui crée le sentiment de travailler en équipe en faisant des efforts intellectuels communs pour l'appréhender.

Parmi les inconvénients des powerpoints, nous citerons des problèmes de vue chez certains étudiants qui ont du mal à lire un texte sur l'écran et le temps que la préparation du support demande au professeur.

Quant à l'attitude des étudiants confrontés à cette pratique en classe, elle est nettement meilleure par rapport au potentiel explicatif des TIC dont il a été question précédemment (question 4). Ainsi, en évaluant les manifestations concrètes de cette forme de travail (question 5), 12 élèves (54,55%) affirment qu'elle permet de rendre l'apprentissage plus attrayant. Il y en a autant

qui croient qu'elle relance l'attention. Pour 11 d'entre eux (50%) cette activité facilite la compréhension du sujet puisqu'elle mobilise différents canaux d'information. 4 personnes (18,18%) estiment que c'est une façon d'expliquer entre autres qui n'a rien de particulier, 3 (13,64%) que le powerpoint détourne l'attention du sujet étudié, 1 personne (4,54%) pense qu'il provoque la fatigue, 1 (4,54%) qu'il fait dormir.

3.3. *Étape d'entraînement*

L'entraînement est considéré dans cet article comme une activité qui se fait à l'oral une fois le sujet expliqué et, dans le cas où le professeur le jugerait nécessaire, travaillé dans d'autres types d'exercices. C'est une étape très importante dans l'acquisition d'une langue étrangère qui devrait permettre l'automatisation des savoir-faire afin que l'apprenant puisse s'approprier les structures apprises pour s'en servir à l'avenir. Le problème est que l'entraînement a toujours été l'étape la moins passionnante pour l'élève car faite de séries d'exercices ennuyeux qui n'avaient rien à voir avec des situations de communication réelles. Or le nouveau contexte pédagogique impose de nouvelles formes d'activités et d'exercices. Il ne s'agit toutefois pas de bouleverser les approches didactiques existantes mais de les mettre à jour en modifiant les consignes ou en préférant le support audio ou image au support papier là où cela peut s'avérer plus justifié.

Ainsi, le recours aux activités construites comme des interactions verbales nous paraît tout à fait pertinent. À titre d'exemple, citons un exercice qui porte sur l'emploi des expressions *entendre dire* et *entendre parler*. Consigne : Échangez des impressions avec un(e) ami(e) en terminant les phrases : « – Vous avez vu ce film ? → Non, je ne l'ai pas vu mais j'en ai entendu **parler**. – C'est un bon film, je crois... → Oui, j'ai entendu **dire** que c'était un bon film ! » Un autre exercice vise à entraîner les élèves à l'emploi du subjonctif et du conditionnel dans les subordonnées relatives. Consigne :

Suggérez une solution à votre interlocuteur qui est en difficulté : « informaticien – réparer – mon imprimante → – Je cherche un informaticien qui **puisse** réparer mon imprimante. – Tu as de la chance ! Je connais un informaticien qui **pourrait** réparer ton imprimante. »

Les exercices de ce type sont travaillés avec des casques individuellement ou par groupes de deux ce qui présente une série d'avantages. Premièrement, l'élève est obligé de faire l'ensemble de l'exercice et non une ou deux phrases comme c'est souvent le cas quand on travaille avec toute la classe. Deuxièmement, cela a un bon effet sur l'automatisation et la réactivité, on voit le débit de la parole augmenter irrémédiablement. En plus, quand il réussit, l'apprenant se sent plus sûr de lui et plus motivé. Un autre atout : les exercices proposés sont faits de façon à favoriser la mémorisation de la structure en question et à empêcher l'élève de prononcer les phrases mécaniquement. C'est un point très important pour les étudiants d'aujourd'hui car ils ont tendance à refuser de retenir les structures et les mots n'y voyant aucune utilité et faisant confusion entre le savoir qu'ils possèdent et l'information qui ne leur appartient pas mais à laquelle ils peuvent accéder facilement.

Néanmoins, quels que soient les points forts de cette activité, on y trouve également des faiblesses. Tous les élèves n'arrivent pas tout de suite à faire l'exercice puisqu'ils ont du mal à s'habituer au brouhaha inévitable dû au fait que toute la classe parle en même temps. Ils se sentent donc plus stressés et moins à l'aise que dans le format d'exercices habituel. Le professeur qui ne peut suivre qu'un élève dans une unité de temps n'est pas en mesure de repérer toutes les difficultés et erreurs de l'ensemble de la classe. Mais il pourra commenter les fautes les plus récurrentes et/ou les plus graves à la fin de la séance.

L'évaluation de ce type d'activités faite par les apprenants (question 6) confirme les constats cités ci-dessus. Ainsi 14 personnes sur 22 (63,64%) disent que la structure étudiée est mieux assimilée parce qu'elle est reproduite plus de fois que

d'habitude, 12 personnes (54,55%) signalent l'augmentation du débit et une meilleure automatisation des savoir-faire lexicaux et grammaticaux. Trois réponses ont recueilli chacune 8 adeptes (36,36%) qui affirment pouvoir mieux se concentrer sur le sujet étudié, être moins stressés puisqu'ils peuvent choisir un rythme de travail qui leur convient, ou encore être plus sûrs d'eux. Deux réponses obtiennent chacune 5 voix (22,73%) de ceux qui se sentent moins concentrés parce que les autres parlent en même temps et/ou se disent moins sûrs d'eux parce qu'ils ne savent pas s'ils ont bien compris la consigne. Pour 2 personnes (9,09%), c'est un format de travail moins efficace par rapport au format traditionnel. 1 personne (4,54%) mentionne une augmentation du stress puisque le professeur peut à tout moment l'écouter travailler et voir si elle fait des fautes. 1 personne (4,54%) également fait remarquer que cet exercice n'a rien d'exceptionnel par rapport aux exercices traditionnels. Aucun sondé n'est d'accord pour dire que les TIC empêchent l'automatisation et qu'il préfère à cet égard avoir le contact direct avec le professeur. Cependant, le besoin de ce contact immédiat se fait parfois sentir, essentiellement aux premières séances où l'exercice est proposé. En cas de difficulté ou d'incompréhension, l'élève sollicite l'aide instantanée de l'enseignant, il émet des interjections, essaie d'expliquer son problème en russe. On peut par conséquent parler du caractère dépersonnalisé et distancié, dans une certaine mesure, de ce type d'exercice.

3.4. Étape d'évaluation par le professeur

Le volet suivant devenu l'objet de notre observation est **l'évaluation par l'enseignant**. Il est évident que le travail individuel dans un laboratoire de langue peut également être un outil efficace et révélateur des acquis des apprenants. Les exercices visant l'automatisation que l'élève a travaillés au préalable à haute voix chez lui permettent d'effectuer un contrôle rapide et simultané de l'ensemble de la classe. À force d'en faire régulièrement, l'étudiant arrive à mieux résister au stress

éventuel, voire à le surmonter. Cette activité n'impliquant dans une unité de temps que l'enseignant et l'apprenant s'avère plus rassurante pour ce dernier, ne lui fait pas perdre la face devant la classe entière puisque le professeur fait des commentaires ou des remarques sans témoins.

Les défauts repérés propres à l'évaluation par l'enseignant portent sur le taux de stress réparti de façon inégale. Si les bons élèves finissent par prendre du plaisir et avoir plus de confiance en eux-mêmes en faisant ces exercices, les mauvais élèves au contraire éprouvent un plus grand stress qui détériore probablement leur résultat.

Quoi qu'il en soit, dans leurs réponses (question 7) 9 apprenants (40,9%) disent préparer plus soigneusement ce type de contrôle oral, 9 personnes (40,9%) le considèrent comme une forme de contrôle sans spécificité particulière par rapport aux autres, 8 (36,36%) le croient plus objectif, 6 (27,27%) sont moins stressés car les autres élèves ne les entendent pas et ne peuvent pas suivre leur conversation avec le professeur. En revanche, pour 2 personnes (9,09%) le stress est plus grand et 2 élèves (9,09%) estiment que cette forme de contrôle n'est ni plus ni moins objective que les autres. Personne n'a qualifié cette évaluation de moins objective.

3.5. Étape d'auto-évaluation

L'objet de l'évaluation par l'enseignant, les activités ayant pour objectif l'acquisition de la compétence linguistique, deviennent en même temps un moyen de **s'auto-évaluer** (question 8). Les étudiants sont assez réalistes quant à leur performance. Ils sont 14 (63,64%) à croire que le travail dans un laboratoire de langue leur permet de mieux se rendre compte des lacunes existantes, 10 (45,45%) à affirmer que grâce au retour reçu ils peuvent mieux traiter les difficultés du français et venir à bout de leurs fautes. 10 personnes (45,45%) également se disent plus motivées dans leur apprentissage du français. Pour 5 élèves, le laboratoire de langue n'est pas forcément une meilleure façon

de travailler leurs savoir-faire par rapport aux autres. 3 élèves (13,64%) n'ont pas besoin de recourir aux outils multimédias pour évaluer leurs points forts et points faibles qu'ils connaissent déjà. La réponse selon laquelle les TIC constituent un démotivant n'a pas recueilli de voix.

4. Conclusion

Dans cet article nous n'avons abordé qu'un nombre très restreint d'activités impliquant l'utilisation de TIC en classe de langue qu'un enseignant pourrait proposer à ses élèves pour améliorer leur compétence linguistique. La première conclusion qui pourrait être faite à l'issue de l'observation effectuée c'est que dans un contexte universitaire changeant et face aux publics qu'on qualifie de numériques, il faudrait adopter de nouvelles approches didactiques dans lesquelles le recours aux TIC s'inscrit parfaitement. Employées à bon escient et dans le but d'atteindre les objectifs fixés, elles doivent être intégrées aux cursus. Mais tout en reconnaissant leur utilité dans l'enseignement / apprentissage du français le professeur devrait aussi en voir les limites. Elles ne sont pas un remède miracle à tous les maux et insuffisances qu'on constate chez les apprenants, mais un outil parmi d'autres dont le champ d'application n'est pas infini.

On ne devrait pas non plus ignorer le caractère ambigu des outils multimédias que notre sondage a mis en évidence. D'une part, ils servent à déstresser une partie des étudiants, les stimuler dans leur activité intellectuelle, enrichir leur relation avec le professeur. D'autre part, ils sont source de stress et de fatigue chez les autres et font accentuer une dépersonnalisation de la relation apprenant-enseignant. Par conséquent, leur usage en classe de langue doit être raisonnable et justifié.

Ce qui est sûr c'est que les technologies de l'information et de la communication permettent de varier les pratiques didactiques et d'inventer des activités en fonction des besoins individuels et concrets des apprenants.

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EXPLORING AN AUTHENTIC FEATURE FILM ONLINE

Elena E. Miloserdova

*Mass Communications Department
International Academy of Business and New Technologies,
Yaroslavl, Russia
miloserdova-elena@yandex.ru*

Abstract: This article deals with a fragment of an authentic feature film and examines ways to enhance students' motivation to learn a foreign language. The essence of how a carefully selected film with a methodical application can serve as a source of access to a new level of fluency in a foreign language.

Keywords: Authentic feature film, methodical application, educational content, learning a foreign language through different approaches

LONG MÉTRAGE AUTHENTIQUE À TRAVAILLER EN LIGNE

Elena E. Miloserdova

*Département des communications de masse
Académie internationale du commerce et des nouvelles technologies,
Iaroslavl, Russie
miloserdova-elena@yandex.ru*

Abstrait: Cet article traite du travail avec un long métrage authentique et examine les moyens de renforcer la motivation des étudiants à apprendre une langue étrangère. L'extrait du film soigneusement sélectionné avec une application méthodique développée peut servir de source d'accès à un nouveau niveau de maîtrise du français.

Mots clés: Fragment d'un long métrage authentique, application méthodique, contenu pédagogique, apprendre une langue étrangère à travers différentes approches

1. Introduction

L'enseignement des langues étrangères a pour priorité de développer les compétences communicatives en langues étrangères. À ce stade, le contenu du matériel de formation évolue et des outils d'information et de communication sont introduits (manuels électroniques, programmes de formation). Aujourd'hui, nous pouvons dire que l'Internet, avec toute la richesse de ses ressources, contribue à la réalisation de l'objectif principal de l'apprentissage d'une langue étrangère: la formation d'une compétence communicative ayant pour objectif l'acquisition du savoir d'une manière autonome, en maîtrisant les compétences clés (Standard fédéral de base en éducation générale de l'État fédéral, 2011: 8). À l'heure actuelle du développement de la société, il est fondamental de déterminer la base scientifique de l'organisation de l'apprentissage des langues étrangères. Dans les années 1980 et depuis le développement de la méthodologie SGAV (Structuro-globale audio-visuelle) et de la méthode « Voix et images de France » (1962), les supports dits multimédia (audio-visuel) ont

trouvé leur place dans les cours de langue. L'image étant devenue un support visuel et les enregistrements magnétiques sont devenus un support audio. Néanmoins, malgré le fait que cette méthode a une histoire assez longue, un certain nombre d'enseignants continuent de considérer le long métrage comme un divertissement.

2. Objectives/Purpose of the study

Le but de la recherche est d'analyser les meilleures méthodes de travail avec un long métrage authentique en utilisant des ressources en ligne, examiner les moyens de renforcer la motivation des étudiants en eLearning et de trouver une sélection optimale des tâches.

3. Methodology and sub headings

Sur la base de l'expérience pratique de spécialistes, un groupe d'experts a été créé pour étudier cette question. Le but de cette étude était d'explorer les possibilités de se développer en tant qu'apprenant (*learner's development* en anglais) à travers le travail sur un long métrage authentique. Le développement de l'apprenant permet de se développer en tant qu'étudiant. Dans la pratique de l'enseignement des langues étrangères au lycée, l'un des moyens modernes et efficaces d'enseigner est un long métrage authentique.

L'image du transcodage

Aujourd'hui, principalement en raison d'Internet, des conditions favorables ont été créées pour les échanges culturels internationaux. Le visionnage de films en langue étrangère en ligne, à la maison ou en classe, est devenu une pratique courante. De nombreux apprenants des langues étrangères préfèrent ce type de travail, car il combine un divertissement et un apprentissage linguistique (Prihodko V.S., 2014: 7). Les élèves apprennent et développent leurs compétences linguistiques dans une langue-cible en regardant le film. Le but principal de l'utilisation de l'image est dit « de transcodage » : « [les images] traduisaient l'énoncé en

rendant visible le contenu sémantique des messages ou bien des images situationnelles qui privilégiaient la situation d'énonciation et les composantes non linguistiques comme les gestes, les attitudes, les rapports affectifs, etc. » (Margerie, C. de, & Porcher, L., 1981: 3). L'étude des langues étrangères fait l'objet d'une grande attention, une langue étrangère est étudiée dès la deuxième année à l'école secondaire. L'anglais, en tant que langue de communication internationale, occupe une position de leader. Notre objectif, en tant qu'enseignants, est de susciter l'enthousiasme des élèves dans le domaine de la "philologie" afin de les inciter à apprendre la deuxième et la troisième langues étrangères (par exemple, "commencer par avant et finir après"). Nous pouvons susciter un tel intérêt en mettant en œuvre l'approche système-activité – la base méthodologique de la norme d'éducation fédérale de Russie. Cette approche implique l'apprentissage actif et l'activité cognitive des étudiants. Conformément aux exigences du FGOS, l'école doit veiller à la formation et au développement des compétences relatives à l'utilisation des technologies de l'information et de la communication (Standard fédéral de base en éducation générale de l'État fédéral, 2011: 8).

Les avantages du visionnage

On considère les avantages suivants:

- développement de compétences de compréhension à l'audition dans un format plus naturel que dans le cas d'enregistrements audio, car dans une situation de communication réelle, nous voyons et entendons l'interlocuteur, un formidable outil pour améliorer le niveau d'anglais/ français, surtout en ce qui concerne la capacité d'écoute et votre communication orale;

- extension intensive du vocabulaire; l'accompagnement des sous-titres contribue également à la mémorisation;

- les longs métrages anglais, en version originale, ne sont pas conçus pour les apprenants. Ils sont réalisés principalement pour les natifs de langue anglaise (ou américaine), donc on entend tout avec un rythme rapide et des accentuations anglaises typiques;

- familiarité avec la culture des pays de la langue étudiée, la mentalité et les caractéristiques comportementales de ses natifs;
- conscience de la diversité de prononciation, d'accents et de dialectes d'une langue étrangère (Prikhodko, V.S., 2014: 7).

On suppose que le film authentique doit correspondre au sujet du cours. Dans notre pratique, nous n'utilisons que des longs métrages avec une application méthodique soigneusement préparée. À l'avenir, il nous semble possible de combiner des cours en présentiel, conçus à partir d'un fragment de film, avec la pratique des leçons en ligne, de l'apprentissage à distance à l'aide des plateformes éducatives, des ressources Internet et des capacités de blogosphère.

Nouvelles technologies éducatives

Nous proposons d'examiner l'un des types de travail faisant appel aux nouvelles technologies éducatives. Le fragment d'un film authentique avec des applications méthodologiques soigneusement développées constitue une base méthodologique qui peut renforcer la motivation des étudiants à apprendre une langue étrangère. Il est possible de travailler avec le long métrage original et ses applications méthodiques non seulement en temps réel, mais également en mode distant, sur des plateformes éducatives.

À notre avis, les films ne sont souvent pas largement utilisés en classe de langues étrangères. De l'avis général, un film est une sorte de divertissement. Nous pensons qu'il n'est pas entièrement justifié de le considérer uniquement comme un divertissement. Un film soigneusement sélectionné avec une application méthodique développée peut servir de source d'accès à un nouveau niveau de maîtrise d'une langue étrangère. Il convient de prendre en compte «le fait bien connu que, pour la grande majorité des gens, le canal visuel de réception des informations est de plusieurs fois plus puissant que le canal auditif» (Lyakhovitsky M.V., 2011: 2). Plus de 90% de toutes les impressions externes sont absorbées par le cerveau humain à travers le canal

visuel. Comme on le sait, la perception visuelle est l'un des principes dans l'enseignement de diverses disciplines.

Support vidéo

Un long métrage authentique est une sorte de vidéo ou de support graphique vidéo destiné aux apprenants en langues. Dans la salle de classe sans l'utilisation d'outils de formation techniques, les élèves sont confrontés aux difficultés. En essayant d'exprimer leurs pensées dans une langue étrangère, les étudiants ne sont pas en mesure de trouver rapidement les formes lexicales et grammaticales nécessaires (Lyakhovitsky, M.V., 2011: 2). Comme l'expérience le montre, une partie importante de ces difficultés est supprimée lors de l'utilisation d'un support vidéographique, car les étudiants peuvent non seulement observer les actions de ses personnages, mais également, dans le cas des sous-titres, lire leurs répliques car ils sont acceptés. Les auteurs utilisent les sous-titres originaux pour développer leurs compétences en lecture, qui font l'objet d'un suivi lors de la procédure d'une attestation finale.

Nous pensons qu'il existe de nombreuses possibilités d'améliorer le processus éducatif, notamment l'utilisation de jeux de rôle. A partir de notre propre expérience professionnelle, nous constatons que l'efficacité d'enseigner de nouvelles unités lexicales et des structures grammaticales au stade qui suit immédiatement le film est due à une motivation accrue. Le jeu de rôles motive sans aucun doute l'activité de la parole, car les étudiants ont besoin de trouver quelque chose, de dire quelque chose, de partager quelque chose avec un interlocuteur.

Les étudiants ont tendance à avoir une vision positive de l'utilisation du jeu de rôles en classe. Selon le philologue bien connu, auteur de la méthodologie psycholinguistique d'apprentissage accéléré des langues étrangères, Dmitry Petrov, le film affecte profondément la sphère émotionnelle des étudiants (Petrov, D.Y., Boreyko, V.N., 2012: 6). La beauté du cinéma a un effet réparateur amenant ceux qui regardent un long métrage authentique à se former et à penser.

Il est impossible de ne pas être d'accord avec le fait que peu d'étudiants ont une expérience de la communication avec des locuteurs natifs. Un certain nombre d'enseignants parlent le français au niveau B2. Comment créer des situations de communication réelles et imaginaires dans un cours de langues étrangères? Il nous semble possible de vérifier le discours authentique de locuteurs natifs au cours de la visualisation et de la réalisation de l'extrait du film (c'est-à-dire pour fournir un support audio et vidéo au matériel éducatif). Un fragment du film ne devrait pas durer plus de 5 minutes et ce type de travail avec un long métrage authentique nécessite une préparation sérieuse. La démonstration et la visualisation d'un fragment du film peuvent être divisées en plusieurs étapes: pré-démonstration (la pré-écoute), démonstration (l'écoute) et post-démonstration (après l'écoute).

Moyens de sémantisation

Aux niveaux A1, A2, B1 on utilise des moyens visuels de sémantisation (objets, illustrations, gestes accompagnés de musique, expressions faciales). Il existe un travail systématique sur l'introduction de nouvelles unités lexicales utilisant une séquence d'images, de courtes séquences vidéo durant jusqu'à 40 secondes. Progressivement, nous nous tournons vers les moyens verbaux de sémantisation (utilisation de définitions, antonymes et synonymes). Avec la sémantisation de nouvelles unités lexicales aux niveaux B1 et B2, on peut recourir aux méthodes non traductionnelles.

Les sites de traduction modernes offrent l'occasion non seulement de traduire une unité lexicale d'une langue étrangère vers le russe et du russe à l'étranger (vice versa), mais aussi d'étudier l'utilisation d'un mot en contexte (dictionnaire des collocations en ligne). Les ressources utilisées en classe permettent d'écouter les unités lexicales en version anglaise ou américaine (<http://wooordhunt.ru/word/collocation>) ou d'écouter la phrase complète avec le mot nécessaire (<http://context.reverso.net>). Ressource Reversocontext est un dictionnaire en ligne gratuit avec des millions d'exemples en français.

Un exemple de leçon

Donnons un exemple de leçon utilisant un extrait d'un film authentique en 8ème de l'école n ° 42 de Iaroslavl avec une étude renforcée de la langue française. Ce fragment correspond au sujet «Le monde des professions» et il est tiré du film de Claude Berry «Ensemble, c'est tout» (France, 2007) avec Audrey Tautou dans le rôle principal. Il est basé sur le roman d'Anna Gavalda. Le film a été accueilli avec enthousiasme par la critique française. La durée du fragment choisi était de 90 secondes. Avant de regarder, nous avons suggéré aux élèves d'écrire leurs noms sur les cartes et de les épeler. Tous les étudiants se sont acquittés de cette tâche sans aucun problème. La situation de réussite était délibérée, l'enseignant étant une nouvelle personne pour le groupe.

Lorsque les étudiants ont épelé leurs noms, nous avons porté notre attention sur les signes diacritiques et nous avons prononcé leurs noms. Le travail similaire a été effectué avec un autre exercice. Un élève s'est rendu au tableau, a reçu une carte portant le nom d'un Français célèbre et a dû épeler le nom de la célébrité. Un groupe d'étudiants activement impliqué dans le travail, devinant le nom. Dans le cas où les élèves appelaient le personnage de l'histoire française, mais qu'il leur était difficile de dire dans quel domaine il était célèbre, l'enseignante a profité de ce moment pour faire des commentaires interculturels en illustrant ses propos par des photographies, des diapositives de présentation.

Avant de visionner un fragment, chaque élève a rempli un questionnaire pour s'abonner au magazine "Langue française", en appliquant les compétences acquises dans la pratique. Le vocabulaire inconnu du fragment de film étant sémantisé, les étudiants ont reçu plusieurs questions auxquelles ils ont dû répondre après le premier visionnage. Les étudiants ont réussi à s'acquitter de cette tâche.

En raison du temps limité en classe, les étudiants ont été invités à effectuer une traduction contextuelle à titre d'exercice après avoir regardé un film. L'enseignant a donné à chaque élève

un exercice à la maison décrivant le discours de l'élève 1 («rôle 1») et l'élève 2 («rôle 2») en français. L'objectif était de s'assurer que les élèves élaborent leur dialogue conformément à la description. L'essence du dialogue était qu'il était nécessaire de s'inscrire à des cours de français, de se présenter, de remplir un questionnaire et de préciser le but pour lequel l'élève envisage d'apprendre la langue (Nikolaeva, V.V., 2010: 5). La verbalisation du but est extrêmement importante, car toute activité implique un motif et un but.

4. Résultat

Notre pratique de travailler avec un long métrage authentique dans une classe de français à l'école n ° 42 de la ville de Jaroslavl a montré que les élèves étaient très intéressés par ce type d'activité.

L'improvisation doit être effectuée à la dernière étape du cours. Le matériel pour ce type de travail peut servir de fragments de film récemment visionnés et analysés. Les outils langagiers utilisés par les élèves reposent sur la logique interne du dialogue (scène). Il est important de noter que les étudiants doivent recevoir des rôles différents, essayer leurs capacités dans des rôles différents, prendre part aux **dialogues fins, drôles, naturels** pour pouvoir apprendre du **vocabulaire spécialisé (niveaux B1, B2)**. Dans certains cas, l'enseignant peut utiliser les détails des costumes et des accessoires en ligne pour restaurer les caractéristiques de l'époque où se déroule l'action du film. Le processus même de création d'un nouveau dialogue (polylogue) basé sur le film est un excellent encouragement pour la réalisation créative des écoliers. La créativité, dans ce cas, les encourage à rechercher des moyens linguistiques adéquats pour exprimer leurs pensées. Cela contribuera ainsi à une meilleure mémorisation des unités lexicales (Miloserdova E.E., 2014: 4).

Ainsi, visionner et travailler sur un long métrage authentique contribue à la maîtrise des langues étrangères par les étudiants. C'est une des mesures pour améliorer la qualité de l'en-

seignement. A l'heure actuelle l'utilisation des TIC est nécessaire pour développer les compétences communicatives en langues étrangères. Ces technologies contribuent à l'individualisation de l'apprentissage, développent la capacité et la volonté d'acquérir une maîtrise de la langue de manière autonome.

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REFORMULATION BETWEEN RE-DIT AND NOT SAID

Houda Ben Hamadi Melaouhia

UR: ATLL

Higher Institute of Languages of Tunis

University of Carthage

houdabenhamadi@gmail.com

Abstract: The objective of this contribution is to study the phenomenon of reformulation by placing it in a contrastive framework where we will examine the discursive marker "that is to say" and its equivalent of the Tunisian Arabic dialect "macnâ-hâ" with its variant "macnit-hâ". Our choice of these connectors is not arbitrary. Despite the numerous studies devoted to this marker of French, its discursive polyfunctionality creates a certain hesitation as to the delimitation of its domain.

Keywords: re-said, unspoken, "macnâ-hâ", "macnit-hâ", repeat, rephrase

LA REFORMULATION ENTRE RE-DIT ET NON DIT

Houda Ben Hamadi Melaouhia

UR: ATLL

Institut Supérieur des Langues de Tunis

Université de Carthage

houdabenhamadi@gmail.com

Abstract: The aim of this article is to examine the phenomenon of reformulation by including it in a contrastive framework. The comparison of employment terms "c'est-à-dire" in French and "ma'nâ-hâ" in Tunisian dialect allows to understand the polyfunctionality of these discourse markers taking into account of what it's explicitly said and not said. In this perspective, we

have relied on the Conversation Analysis to argue that “maⁿâ-hâ”, in some contexts, is not quite equivalent to “c’est-à-dire”.

Keywords: conversation analysis, discourse, markers, pragmaticalisation, reformulation, inference

Introduction

L’objectif de cette contribution est d’étudier le phénomène de la reformulation en l’inscrivant dans un cadre contrastif où nous mettrons à l’examen le marqueur discursif « c’est-à-dire » et son équivalent de l’arabe dialectal tunisien « maⁿâ-hâ » avec sa variante « maⁿit-hâ ». Notre choix de ces connecteurs n’est pas arbitraire. Malgré les nombreuses études consacrées à ce marqueur du français, sa polyfonctionnalité discursive crée un certain flottement, quant à la délimitation de son domaine. Autrement dit, les frontières entre reformulation, reprise, répétition et paraphrase ne sont pas bien marquées. D’ailleurs, les points de vue des linguistes divergent. Gülisch et Kotchi (1983) proposent pour la reformulation trois formes : le rephrasage, la correction et le paraphrasage. Mûrat et Cartier-Bresson (1987 : 10) excluent la 2^{ème} classe de la reformulation. Pour eux, celle-ci « n’est en aucun cas une rectification ». Et ils ajoutent « la reformulation améliore certes l’intelligibilité « pratique » de l’énoncé, mais elle n’est en rien une rectification de l’expression ».

Le champ de la reformulation se trouve ainsi limité aux actes suivants : « répéter, justifier, expliquer, compléter, paraphraser, accentuer. » Parmi ces actes, certains relèvent de la redondance formelle, comme « répéter » dans le sens de « redire ce qu’on a déjà dit ». D’autres comme « résumer, expliquer, justifier, etc. » nécessitent une reprise interprétative qui implique la répétition non formelle amenant le locuteur à expliciter le non dit. « Répéter » est, dans ce cas, synonyme de « reformuler », car cette fois, il s’agit de « dire autrement ». La reformulation se définit, en fait, par le changement: la même idée est exprimée par d’autres mots.

Dans cette perspective, nous allons nous appuyer sur l'approche de l'analyse conversationnelle telle qu'elle a été définie par l'école pragmatique genevoise (Roulet (1985) et Moeschler (1996)), qui donne de l'importance à la fonction illocutoire et à l'orientation argumentative. Cette démarche tiendra compte de notre corpus constitué de séquences extraites de deux émissions - débats télévisées respectivement « Toute une histoire » animée par Sophie Davant sur France 2 (émission qui a pris fin en 2016) et « Hikayât tounsiya » (Histoires tunisiennes) diffusée sur la chaîne tunisienne privée « al-hiwar at-tounsi ». Ces deux émissions traitent des questions de société, qui touchent de près tous les gens, quelles que soient leurs différences. Ne disposant pas de moyens nous permettant d'extraire les séquences dont nous avons besoin de manière automatique (surtout pour l'arabe dialectal), nous avons abandonné l'idée de constituer un corpus assez large. Nous nous sommes ainsi limitée à l'enregistrement de quelques émissions se trouvant sur « You tube » qui abordent les mêmes sujets, afin d'obtenir des exemples un tant soit peu comparables.

Notre technique consistait à repérer les séquences qui contiennent les marqueurs discursifs : *c'est-à-dire* et *ma'nâ-hâ/ma'nit-hâ* tout en tenant compte du co-texte et du contexte. La grille d'analyse sur laquelle nous nous sommes appuyée ne rend pas compte des éléments prosodiques et sonores, comme le ton, le rythme, l'accent et le débit, mais des structures syntaxiques et lexicales des énoncés, dans la mesure où notre problématique se situe au niveau sémantico-pragmatique.

Avant d'analyser nos exemples de séquences orales, nous donnerons un aperçu sur l'emploi de ces marqueurs, en mettant l'accent sur le phénomène de la pragmatocalisation⁸. Nous essaierons, ensuite, de montrer la spécificité de chaque code, à

⁸ La pragmatocalisation concerne le processus de grammaticalisation qui permet à une unité de changer de catégorie, en devenant avec le temps et la fréquence d'emploi une unité « pragmatique du discours ». (cf. Dostie :2004)

travers l'étude des valeurs polyfonctionnelles de ces mots discursifs du français et de l'arabe. Enfin, nous traiterons de la question de l'équivalence, dans la mesure où, sur le plan sémantique, l'élément en changeant de forme nécessite le recours aux processus inférentiels, bien que sur le plan formel, l'élément identique ne pose pas de problème interprétatif.

1. Pragmaticalisation des marqueurs *c'est-à-dire* / *ma^enâ-hâ*

En travaillant sur cette classe ouverte qui regroupe des catégories grammaticales variées : noms, verbes, adverbes, adjectifs, interjections, voire des propositions, nous nous sommes arrêtée sur la locution « c'est-à-dire » et sur son équivalent de l'arabe tunisien « ma^enâ-hâ », et ce à cause de la fréquence d'emploi que nous avons constatée, après avoir écouté une vingtaine d'émissions-débats. Il est vrai que les travaux qui ont été consacrés à ce marqueur sont nombreux : on peut citer les travaux de Vassiliadou (2004, 2013), Beeching (2007), mais il n'en demeure pas moins que pour son équivalent de l'arabe dialectal nous ne disposons que des travaux qui concernent le marqueur libanais « ya^ene » avec la thèse inédite de Layla Kanaan 2011. C'est dans cet ordre d'idées que nous allons essayer de voir les propriétés de « ma^enâ-hâ » tout en les comparant à celles de « c'est-à-dire ».

C'est grâce au phénomène de la pragmaticalisation que nous pouvons dégager les propriétés qui font de cette unité du français un marqueur pragmatique. Le changement qui s'opère concerne le passage du sens concret au sens abstrait. Cela se manifeste dans l'emploi du verbe « dire » qui perd son sens performatif pour ne garder que la manière de dire. Ce changement de niveau s'accompagne d'un autre qui se révèle catégoriel : les termes constituent une locution à part entière. Aucun mot ne peut être inséré :

*c'est-à lui dire./ *c'est simplement à dire

D'ailleurs, cela est marqué sur le plan typographique par les traits d'union. Toutefois, *c'est-à-dire* peut être suivi de « que ».

Vassiliadou et al. (2013 : 112) soulignent, à cet effet, en notes que

« le *que* de *c'est-à-dire*, dans un état de langue ancien, introduisait une proposition complétive et il était sous la dépendance du verbe *dire*. En français moderne, *c'est-à-dire que* est une locution figée. *Dire* ne peut plus alors régir la proposition introduite par *que* à la manière d'un simple « je dis que » ou « ceci signifie que » »

Ce marqueur peut être placé devant un SN, un SV, un adjectif, etc. Il occupe généralement une position à l'intérieur de la séquence :

Segment source – *c'est-à-dire* -Segment doublon

A l'écrit, contrairement à l'oral, il n'occupe, généralement, ni la position initiale comme « *c'est-à-dire que* », ni la position finale. Grevisse en donne un exemple tiré des *Trois mousquetaires* d'A. Dumas, où « *c'est-à-dire* » occupe une position finale :

- voici une dame compromise par vous/
- par nous, *c'est-à-dire*, s'écria d'Artagnan.

Sur le plan sémantique, ce marqueur est polysémique. Grevisse (1986 : § 1031) considère « *c'est-à-dire* » comme une locution conjonctive de coordination « occasionnelle qui a d'autres valeurs que celles représentées par les synonymes *soit* et *à savoir* ». Dans les dictionnaires, tel le dictionnaire électronique des synonymes⁹, on trouve les sens suivants: *je veux dire, à savoir, disons, autrement dit, soit, seulement, simplement*.

Pour ce qui concerne, « *ma^cnâ-hâ* » du tunisien, nous pensons que ce nom est le produit de deux mots dont le deuxième terme a connu une sorte de réduction phonétique, à force d'usage. En fait, le nom de l'arabe classique « *ma^cnâ* » (sens/signification), suivi du démonstratif « *hâdhâ* » qui peut avoir aussi bien une valeur déictique qu'anaphorique ont pris tous les deux une forme figée, à force d'être utilisés de façon contiguë

⁹ www.crisco.unicaen.fr.

« ma^cnâ-hâdhâ ». Au fil du temps et par économie du langage, «hâdhâ », en s'accolant à « ma^cnâ », s'est réduit en «hâ » qu'on ne devrait pas confondre avec son homonyme, l'adjectif possessif de la 3^{ème} personne singulier féminin. « ma^cnâ-hâ » peut ainsi être traduit par « le sens de cela », « cela signifie ». En arabe classique, on utilise « ma^cnâ-hu », où « hu » représente le pronom neutre.

L'évolution de ce marqueur dans le dialecte tunisien a fait en sorte qu'il peut entre autres jouer le rôle d'un tic de langage qui ponctue la parole du locuteur. Ainsi arrivons-nous au degré le plus élevé de la pragmatization, dans la mesure où le terme n'a plus de sens du tout et ne renvoie à aucun antécédent. Nous prenons l'exemple d'un invité de l'émission-débat, « Histoires tunisiennes », qui est venu témoigner du départ clandestin de son frère :

- قاعد في قهوة معناها الطقس سخون معناها خويا في ليبيا كلمني معناها
قلتلو اش تعمل في ليبيا معناها

– Qâ'id fî qahwa **ma^cnâhâ** eTTaqs skhûn **ma^cnâhâ** khûya fî lîbiyâ kallamnî **ma^cnâhâ** qultlu âs tacmal fî lîbiyâ **ma^cnâhâ**...

– J'étais au café **c'est-à-dire** il faisait chaud **c'est-à-dire** mon frère m'a appelé de Libye **c'est-à-dire** je lui ai dit ce qu'il faisait en Libye **c'est-à-dire**.

Comme nous le constatons, « ma^cnâhâ », en séparant les différents prédicats, joue le rôle d'un ponctuant. Il permet au locuteur non seulement de prendre une pause, mais également d'organiser ses idées. Toutefois, il participe à donner un rythme saccadé à l'énoncé. En se situant en dehors de la structure syntaxique des différents prédicats, il crée une sorte de coupure de linéarité.

En fait, il ne peut être dans ce co-texte l'équivalent du marqueur discursif « c'est-à-dire ». D'ailleurs, contrairement à ce dernier, il peut occuper la position finale de l'énoncé.

Reste que «ma^cnâ-hâ» et sa variante «ma^cnit-hâ» qui provient de l'arabe classique «macnâti al-kalâm» (c-à-d la signification de la parole) peuvent dans certains énoncés avoir les propriétés de marqueurs de reformulation. Dans ce qui suit, nous essaierons de nous approcher de nos exemples de séquences, afin de voir ses différentes fonctions.

2. Le re-dit

Dans cette même émission – débat, nous avons eu affaire à «ma^cnâ-hâ» et sa variante «ma^cnit-hâ» qui, dans la plupart des cas, occupent la position médiane de l'énoncé. Deux exemples de répétition- reformulation ont attiré notre attention.

Dans Le premier exemple, «ma^cnâ-hâ» permet d'introduire une forme d'insistance, à travers la répétition partielle du mot, puisque le deuxième terme est dérivé du premier:

كأنوا مهتمين في معناها اهتمام كبير في

Kânû **muhtamm-in** bi-ya **ma^cnâhâ** 'ihtimâm kebîr biya

Passé occupé- pl de-moi **c'est-à-dire** occupation grand de-moi

Ils s'occupaient de moi, c'est-à-dire (j'étais) leur grande occupation.

Dans le second exemple, «ma^cnit-hâ» introduit une précision, et ce en ajoutant un modifieur au nom répété:

أعمل كريس معنتها دخل في كريس د نار

Baba i^cmal **krîz** **ma^cnit-hâ** dḡal fî **krîz de ner**

Papa pass. fait crise **c'est-à-dire** pass. entré dans crise de nerfs.

Papa a fait une crise, c'est-à-dire est entré dans une crise de nerfs

Dans l'émission française, les exemples qui contiennent ce type de répétition –reformulation sont quasi-absentes. Nous ne disposons que d'un seul exemple où le terme-source et le terme-doublon n'appartiennent pas à la même catégorie grammaticale :

La psychologue s'adressant à une mère qui est passée par une épreuve difficile, lors de son enfance :

—Et quand on a des enfants alors là souvent c'est un petit peu /la maman protectrice qui est collée à ses enfants de **peur** que la répétition se mette en route/ **c'est-à-dire** la **peur** panique de l'accident et c'est étouffant pour les enfants// Voilà tous les mécanismes.

Dans la plupart des cas, la répétition se trouve dans le segment source qui précède le marqueur « c'est-à-dire ». Dans le débat qui traite de la souffrance des malades, la psychologue essaie d'aider la patiente de sortir de son enfermement, de sa solitude :

Psy : Il faut le voir cet homme dans sa réalité / qui est-il cet homme en le démystifiant/ vous allez vraiment prendre de la distance parce que vous vous n'autorisez absolument pas à rencontrer quelqu'un

La patiente : mm

Psy : vous êtes restée **dans un mythe**/ c'est **un mythe** c'est-à-dire vous êtes restée collée à des images

L'animatrice : et donc elle ne peut pas avancer

Psy : elle ne peut pas avancer/ elle s'enferme **dans un mythe** dans une chimère.

Cette répétition peut être prise pour une sorte de prélude à l'emploi du marqueur qui vient donner une autre orientation. C'est le cas de cet exemple :

Psy : c'est une empreinte or c'est vrai que quand il y a **trop de traumatisme** parce que vous avez vécu **un vrai traumatisme** affectif il y a ce qu'on appelle des *débriefing de difusing* c'est-à-dire on essaie de réparer cette image qui va vous hanter pendant de nombreuses années, donc et qui crée une forme de culpabilité de manière robotisée dès longtemps...

C'est dans cette perspective que nous allons tenter de voir comment la reformulation qui repose sur le non- dit participe des stratégies adoptées par les locuteurs, afin d'amener les

interlocuteurs, voire l'auditoire à prendre part à la construction du sens.

2.1. *Le non dit*

En arabe tunisien, l'optionnalité de l'emploi du ponctuant, vidé de tout sens peut permettre au locuteur de l'employer à la suite d'une idée partiellement formulée. Ayant interrompu son énoncé, au beau milieu de sa réplique, le locuteur reprend au moyen de « **معنتها** /macnit-hâ », sans tenir compte de l'omission opérée. L'interlocuteur est-il appelé à restituer les éléments manquants ? Le locuteur au moyen du marqueur ne lui donne pas le temps de remplir le vide. Mais là, on transgresse la règle qui définit la reformulation comme « une bijection » entre deux segments. Considérons cette séquence :

Animateur: **لكسيد سبب لي معنتها نغص لي حياتي**

laksidâ **tsabbib** lî /-/ **macnithâ naghîS** lî hayât-î

L'accident pass. causé à-moi/-/ c'est-à-dire pass. rendu à-moi vie-moi

L'accident a causé/-/ c'est-à-dire m'a rendu la vie difficile

L'animateur, en introduisant le thème autour duquel tournera le débat, prend la peau des personnes invitées (emploi de la première personne : lî : à moi). Il essaie de les motiver à prendre la parole, à s'exprimer, à employer des termes forts. Or, en amorçant le débat, il s'est rendu compte que le terme « causer » est neutre et ne peut attirer l'attention du public. A cet effet, il interrompt sa parole, au beau milieu du prédicat, tout en marquant une pause, afin de chercher l'expression la plus appropriée. Dans ce cas, nous pouvons penser que le marqueur « **معنتها** /macnit-hâ » ne permet pas d'établir une équivalence sémantique entre les deux segments prédicatifs. A première vue, « **معنتها** /macnit-hâ » va participer à la restitution de l'élément manquant, puisque le premier prédicat est elliptique. Or, le locuteur change complètement d'expression : il semble insatisfait de l'emploi du verbe « causer » et le marqueur va l'aider à

rectifier le déjà-dit. Il fait appel aux connaissances partagées, pour capter l'attention des téléspectateurs, dans la mesure où « naghaS lî hayâtî / m'a rendu la vie difficile » est une expression très utilisée dans des contextes négatifs. Le verbe « naghaS » a pour équivalent en français « tracasser, tourmenter, etc. » Autrement dit, on est loin du verbe « causer » qui pourrait introduire une conséquence anodine. En arabe dialectal, il est presque toujours suivi du terme « mašâkel/ problèmes » ou dans un registre de code-switching, de son équivalent « des problèmes ». En fait « معنتها / macnit-hâ » permet de déclencher le processus d'inférence, en invitant les interlocuteurs, voire les téléspectateurs, à construire le sens : L'accident ne cause pas « des problèmes », mais plutôt des tracas, des tourments. Et là, nous remarquons que nous ne nous sommes pas éloignés de l'idée de conséquence impliquée par l'emploi du verbe « causer » dans le premier segment, même si le locuteur rejette la première idée, grâce au marqueur, il essaie de mieux reformuler sa pensée, son « dit ». La rectification s'avère ainsi un type de reformulation.

Par ailleurs, sachant qu'en Tunisie, le français a un statut instable, qui varie selon le milieu où évolue le locuteur, son éducation, etc., (pour certains il s'agit d'une langue seconde, pour d'autres, d'une langue étrangère), l'animateur est parfois appelé à traduire le discours de l'intervenant. C'est le cas de cet exemple :

L'invitée : Je gère ma maison toute seule

L'animateur : □ عنتها قائمة دارك وحدك □

ma^cnithâ qâ'ima bdârek wahdek

Comme nous le constatons, la réplique de l'animateur s'ouvre par le terme « ma^cnithâ » qui permet non seulement d'enchaîner avec l'énoncé de l'invitée, mais également de signaler que le locuteur va reformuler le déjà-dit en passant à un autre code, celui de la langue maternelle des Tunisiens, afin d'instaurer la compréhension, voire l'intercompréhension.

Dans cette position initiale, « ma^cnithâ » sert aussi à marquer une sorte de récapitulation de ce qui a été déjà dit :

L'invité parlant de son passé, lorsqu'il était enfant et adolescent :

ما فماش حاجه □ ا عملتهاش الدخان الخمر

mâ fammâs hâja mâ camalt-hâs e-ddukân el-ḵamr

il n'y a pas de choses que je n'ai pas faites les cigarettes, l'alcool
L'animateur:

ريت الهنا اللي تحكي فيه □ هم عل لخر و كلا □ نا قياس معنتها

macnit-hâ rît lahnâ ellî tahkî fih muhim °al liḵer w ḥadîṭnâ qiyâs
c'est-à-dire tu vois ici ce dont tu parles est très important et à bon entendeur salut

Dans cet exemple, nous avons deux marqueurs par lesquels le locuteur essaie d'attirer l'attention de son interlocuteur et par là ses téléspectateurs. « **معنتها/ macnit-hâ** » renforcé par le marqueur prédicatif « tu vois ici » sert à revenir sur ce qui a été dit. Mais au lieu de reformuler, dans le sens de redire autrement, le locuteur renvoie au déjà-dit au moyen de la proposition relative substantive « ce dont tu parles » dont le pronom neutre « ce » réfère à la proposition-antécédent, sans pour autant qu'il y ait une reprise interprétative, comme c'était le cas dans l'exemple de la rectification. Toutefois, grâce à « **معنتها /macnit-hâ** », marqueur par excellence de reformulation, le locuteur s'octroie le droit d'ajouter un adjectif modifié par un adverbe d'intensité par lequel il porte un jugement sur ce qui a été dit. D'ailleurs, sa réplique se termine par une expression qui implique qu'il existe un non dit, qui s'apparente à une sorte d'implicite, étant donné qu'on a affaire ici non seulement aux présupposés (il a fumé des cigarettes : c'est un fumeur/ il boit « de l'alcool »¹⁰ : c'est un alcoolique), mais également au sous-entendu : c'est un voyou : *Le vin coulait en ruisseaux, mouillait les pieds, les **voyous** buvaient dans des culs de bouteille, et vociféraient en titubant* (Flaub., Édu. Sentim).

¹⁰ En tunisien, si l'on utilise le verbe « boire » dans un emploi absolu, cela donne le sens de « boire de l'eau ».

Contrairement à l'émission-débat « Hkayat tounsiya/ Histoires tunisiennes » où l'animateur envahit la scène par la prise de parole marquée par l'emploi excessif de « ma^enâ-hâ » et « ma^enit-hâ », l'animatrice de « Toute une histoire » se limite à poser des questions, ou bien à reprendre les mots tels qu'ils ont été proférés par les intervenants ou la psychologue, afin de relancer le débat. Dans les émissions étudiées, elle n'a pas recours à « c'est-à-dire ». Par contre, elle utilise de façon modérée « donc ». C'est la psychologue qui utilise la locution « c'est-à-dire » dans son traitement des cas qui sont exposés devant elle sur le plateau. Elle essaie d'analyser le comportement des uns et des autres, en essayant d'expliquer, comme dans l'exemple du « mythe » :

– vous êtes restée dans un mythe/ c'est un mythe/ c'est-à-dire vous êtes restée collée à des images.

Il ne s'agit pas de définir le terme « mythe », comme dans le dictionnaire où pour chaque terme lexical correspond un équivalent : « mythe signifie représentation traditionnelle, idéalisée et parfois fausse d'un homme. ». D'ailleurs, la glose représentée par le segment doublon prend la forme d'une proposition indépendante, par laquelle elle montre pourquoi elle a eu recours à ce terme. C'est une manière de vouloir expliquer de façon à rendre l'idée qu'elle transmet à ses différents interlocuteurs simple et accessible à tous. Cependant, parfois le commentaire qui suit « c'est-à-dire » n'explique pas réellement ce qui a été dit. Au lieu de nous éclairer, en définissant les termes qu'elle prononce en anglais, termes techniques dont certains peuvent ignorer le sens, la psychologue se trouve entraînée par le cumul des idées, explique à moitié les termes « *débriefing* de difusing », en présentant, à partir de « c'est-à-dire » la fonction du *débriefing* qui consiste « à réparer l'image qui hante » l'invitée « depuis de nombreuses années », sans dire pour autant de quoi il s'agit en fait.

Psy : c'est une empreinte/ or c'est vrai que quand il y a trop de traumatisme parce que vous avez vécu un vrai traumatisme

affectif/ il y a ce qu'on appelle des **débriefing de difusing** c'est-à-dire **on essaie de réparer cette image qui va vous hanter pendant de nombreuses années/** donc et qui crée une forme de culpabilité de manière robotisée dès longtemps on fonctionne avec abus de pouvoir/ le sens du devoir on se tait et on s'enferme effectivement dans la solitude et c'est vrai **qu'une prise en charge** très très précoce ou tout de suite après l'accident eut été bénéfique pour vous/ néanmoins il faut comprendre aujourd'hui que cet acte est passé/ a été/ est passé par vous/mais il n'est pas en vous/ c'est-à-dire que c'était à votre insu et ça très vite vous auriez dû être déculpabilisée par votre entourage

En réalité, dans cet exemple, les deux « c'est-à-dire » n'ont pas la même valeur sur le plan argumentatif. Si le premier marqueur qui introduit une explication de l'expression anglaise concerne le dit, le second suivi de « que » permet à la locutrice de marquer un moment très fort en remettant en question les croyances de son interlocutrice.

3. Objectivité vs subjectivité

En guise de conclusion, nous tenons à dégager quelques divergences qui relèvent non pas des propriétés des marqueurs du français et de l'arabe tunisien, mais de leur emploi. Tout d'abord, tout au long de cette étude, nous avons remarqué que les Tunisiens utilisent de façon excessive les termes « macnâ-hâ » et « macnit-hâ », de telle façon qu'il est pris pour une simple particule dont la seule utilité est d'être une sorte d'appui permettant au locuteur de ne pas interrompre la parole et de pouvoir continuer à s'exprimer. Ensuite, ces mêmes termes jouent le rôle de marqueurs discursifs servant non seulement à ponctuer la parole, mais à donner au locuteur l'opportunité d'aller au-delà du déjà –dit, en invitant ses interlocuteurs, et pas seulement, à construire le sens d'un non dit, à travers le travail d'un semblant de re-dit. C'est pourquoi ces marqueurs sont fortement exploités par les locuteurs tunisiens.

Dans les discussions tenues par l'animatrice, les invités et la psychologue dans l'émission française, le marqueur « c'est-à-dire » n'a pas connu le même sort que son équivalent de l'arabe tunisien. L'animatrice s'est tenue à prendre ses distances, en gardant un ton partial et une attitude marquée par l'objectivité. Elle joue toujours le rôle de modératrice, en invitant les uns et les autres à prendre la parole, en leur posant des questions. C'est la psychologue qui donne son avis. Et là contrairement aux psychologue et sociologue de l'émission tunisienne qui évitent d'employer « macnâ-hâ », « macnit-hâ », celle-là utilise « c'est-dire » et « c'est-à-dire que » dans l'intention non seulement d'expliquer ce qu'elle dit, mais également d'orienter son discours vers son interlocuteur, afin de « mettre en surface » l'implicite. Sachant qu'il s'agit d'un marqueur polysémique, l'on se demande si le fait d'appartenir à un parler formel n'est pas la raison de cette réticence quant à son emploi. D'ailleurs, la présence du marqueur « donc » dépasse de loin celui-ci. Pour les marqueurs tunisiens, leur usage fréquent dans le dialecte fait en sorte que le psychologue et le sociologue, en tant que diplômés, se démarquent des invités, en utilisant une langue située entre l'arabe standard et l'arabe dialectal.

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AUTHORS

Agadzhanyan Ruben V., State-funded budget educational institution of Moscow city School No.166, Moscow (Russia)
ce3ar2006@yandex.ru

Akhmetshina Landysh V., PhD of Philology, Assistant Professor, Volga region state academy of physical culture, sport and tourism, Kazan (Russia)
Fazan_nlv@mail.ru

Aleshinskaya Evgeniya V., PhD in Philology, Assistant professor, National Research Nuclear University MEPhI, Moscow (Russia)
EVAleshinskaya@mephi.ru

Avdonina Marina Yu., PhD in Psychology, Assistant Professor, Moscow State Linguistic University, Moscow (Russia)
mavdonina@yandex.ru

Balaganov Dmitry V., doctoral student, Military University of the Russian Defence Ministry, Moscow (Russia)
dmitryrus@yandex.ru

Barbazyuk Vera Y., PhD in Philology, Assistant Professor, Military University of the Russian Defence Ministry, Moscow (Russia)
Vera087@mail.ru

Barsukova Elena A., PhD in Linguistics, Assistant Professor, Lomonosov Moscow State University, Moscow (Russia)
Tbarsukova@rambler.ru

Chelnokova Anna V., Dr. of Philology, Assistant Professor,
Saint Petersburg State University, Saint-Petersburg (Russia)
ladyeng@mail.ru

Chernysheva Irina V., PhD in Philology, Assistant Professor,
Higher Foreign Language Courses of the Ministry of Foreign
Affairs of the Russian Federation, Moscow (Russia)
cher_ir@mail.ru

Chernyshkova Nataliya V., PhD in Philology, Assistant
Professor, University of Finance under the Government of the
Russian Federation, Moscow (Russia)
ronas20007@yandex.ru

Chitakhova Liubov L., PhD in Philology, Assistant Professor,
Moscow State Institute of International Relations (University) of
the Foreign Ministry of Russia, Moscow (Russia)
l.chitakhova@gmail.com

Chitakhova Liubov L., PhD in Philology, Assistant Professor,
Moscow State Institute of International Relations (University) of
the Foreign Ministry of Russia, Moscow (Russia)
l.chitakhova@gmail.com

Houda Ben Hamadi Melaouhia, UR: ATLL Higher Institute of
Languages of Tunis University of Carthage
houdabenhamadi@gmail.com

Ivanova Maria, MA Student, St. Petersburg State University, St.
Petersburg (Russia)
mmaryyum@gmail.com

Gereeva Anastasiia V., Postgraduate, Institute of Foreign Languages, Peoples' Friendship University of Russia, Moscow (Russia)
malenkirai1995@mail.ru

Grigorev Eugenyi I., Dr. of Philology, Professor, Moscow State Institute of International Relations (University) of the Foreign Ministry of Russia, Moscow (Russia)
ev_grig@mail.ru

Guseva Alla H., PhD in Education, Assistant Professor, Russian State University for the Humanities, Moscow (Russia)
allahanafieвна@gmail.com

Karavanova L. Zh., Dr. of Psychology, Professor, Institute of Foreign Languages, Peoples' Friendship University of Russia, Moscow (Russia)
Karavanova_L54@mail.ru

Kashchuk Svetlana M., Dr. of Education, Assistant Professor, Lomonosov Moscow State University, Moscow (Russia)
kashchuk@bk.ru

Kazakova Irina E., Postgraduate, Institute of Foreign Languages, Peoples' Friendship University of Russia, Moscow (Russia)
irina_komleva@inbox.ru

Kitaeva Elena M., PhD in Linguistics, Assistant Professor, Faculty of Foreign Languages, St. Petersburg State University, St. Petersburg (Russia)
yelena.kitaeva@mail.ru

Kolmogorova Anastasia V., Dr. of Philology, Professor, Siberian Federal University, Krasnoïarsk (Russia)
nastiakol@mail.ru

Kosheleva Ekaterina M., Postgraduate, Institute of Foreign Languages, Peoples' Friendship University of Russia, Moscow (Russia)
gal4242@yandex.ru

Kostina Ekaterina A., Senior Teacher, Saint Petersburg State University, Saint-Petersburg (Russia)
e.kostina@spbu.ru

Kovalenko Ekaterina V., PhD in Philology, Senior Teacher, Institute of Foreign Languages, Peoples' Friendship University of Russia, Moscow (Russia)
katekovalenko@hotmail.com

Kozarenko Olga M., PhD in Geograph, Assistant Professor, Institute of Foreign Languages, Peoples' Friendship University of Russia, Moscow (Russia)
okozarenko@gmail.com

Kuleshova Anna V., PhD in Philology, Assistant Professor, Moscow City University, Moscow (Russia)
ksas3@yandex.ru

Kutepova Olga S., Assistant, State Moscow Technical University of Civil Aviation, Moscow (Russia)
koc87@inbox.ru

Makovich Galina V., PhD in Philology, Professor, Russian Presidential Academy of National Economy and Public Administration, Ekaterinburg (Russia)
galinavlad@yandex.ru

Marsagishvili Darya Sh., Postgraduate, Institute of Foreign Languages, Peoples' friendship University of Russia, Moscow (Russia)
marsinya@inbox.ru

Mikhaylova Svetlana V., PhD in Philology, Institute of Foreign Languages of the Moscow Municipal Pedagogical University, Moscow (Russia)
jevouslis@mail.ru

Miloserdova Elena E., Senior Teacher, International Academy of Business and New Technologies, Iaroslavl (Russia)
miloserdova-elena@yandex.ru

Myachinskaya Elvira I., PhD in Linguistics, Assistant Professor, St Petersburg State University, St. Petersburg (Russia)
e.myachinskaya@spbu.ru

Nagornova Ekaterina V., PhD in Philology, Assistant Professor, Institute of Foreign Languages, Peoples' Friendship University of Russia, Moscow (Russia)
Katya-nagornova@yandex.ru

Nenarokova Maria R., Dr. of Philology, The Department of West-European Classic Literatures and Comparative studies, A.M. Gorky Institute of World Literature of the Russian Academy of Sciences (IWL RAS), Moscow (Russia)
maria.nenarokova@yandex.ru

Nepomniashchikh Natalia N., PhD in Philology, Senior Teacher, Institute of Foreign Languages, Peoples' Friendship University of Russia, Moscow (Russia),
nepomnyashchikh-nm@rudn.ru

Nikashina Natalia V., PhD in Philology, Institute of Foreign Languages, Peoples' Friendship University of Russia, Moscow (Russia)
nvnikashina@gmail.com

Novokhatskaya Olga E., Postgraduate, Institute of Foreign Languages, Peoples' Friendship University of Russia, Moscow (Russia)
Olyakacher23@gmail.com

Oganyan, Elvira V., Postgraduate, Institute of Foreign Languages, Peoples' Friendship University of Russia, Moscow (Russia)
Elya.oganyan@mail.ru

Ozerova Olga V., Assistant, Faculty of Foreign Languages, St. Petersburg State University, St. Petersburg (Russia)
ozerovalga@list.ru

Petrova Marina P., PhD in Education, Institute of Foreign Languages, Moscow (Russia),
petrmar2005@mail.ru

Pfenninger Evgeniya, Postgraduate, Teacher Training University Fribourg, Fribourg (Switzerland)
bukrins@gmail.com

Protsenko Ekaterina A., PhD in philology, Assistant Professor, Voronezh Institute of the Russian Ministry of the Interior, Voronezh (Russia)
procatherine@mail.ru

Protsenko Igor, PhD in Philology, Universidad del Norte (Un-iNorte), Asunción (Paraguay)
protsent2002@mail.ru

Razdorskaya Olyesya V., PhD of Education, Assistant Professor, Kursk State Medical University, Kursk (Russia)
razdorski@yandex.ru

Samokhin Ivan S., PhD in Philology, Senior Teacher, Institute of Foreign Languages of Peoples' Friendship University of Russia, Moscow (Russia)
alcrips85@mail.ru

Saprykina Olga A., Dr. of Philology, Professor, Lomonosov Moscow State University, Moscow (Russia)
olgasaprykina@mail.ru

Sergeeva Marina G., Dr. of Education, Professor, Institute of Foreign Languages of Peoples' Friendship University of Russia, Moscow (Russia)
sergeeva-mg@rudn.ru

Sorokovikh Galina V., Dr. of Education, Professor, Moscow City Pedagogical University, Moscow (Russia)
sorokovikh@mail.ru

Trubnikova Nina V., PhD in Philosophy, Assistant Professor, Faculty of Economics Peoples' Friendship University of Russia, Moscow (Russia)
ninavadimovna@mail.ru

Volkova, Yana A. Dr. of Philology, Professor, Institute of Foreign Languages, Peoples' Friendship University of Russia, Moscow (Russia)
volkova-yaa@rudn.ru

Yakovleva, Elena V., Dr. of Philology, Professor, Institute of Foreign Languages, Peoples' Friendship University of Russia, Moscow (Russia)
elxs@mail.ru

Zagrebeltaya Alina S., Postgraduate, Institute of Foreign Languages, Peoples' Friendship University of Russia, Moscow (Russia)
zagrlina@gmail.com

Zhabo Natallia I., PhD in Philology, Assistant Professor, Agrarian Technological Institute, Peoples' Friendship University of Russia, Moscow (Russia/ Belarus)
lys11@yandex.ru

Zyubina Irina A., PhD in Philology, Assistant Professor, Southern Federal University, Rostov-on-Don (Russia)
irinazyubina@gmail.com

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Российский университет дружбы народов
115419, ГСП-1, г. Москва, ул. Орджоникидзе, д. 3

Типография РУДН
115419, ГСП-1, г. Москва, ул. Орджоникидзе, д. 3, тел. 952-04-41