



FUNCTIONAL ASPECTS OF INTERCULTURAL COMMUNICATION. TRANSLATION AND INTERPRETING ISSUES

PROGRAM AND ABSTRACTS of the 6th International Scientific Interdisciplinary Conference on Research and Methodology

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Peoples' Friendship University of Russia
2019

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Time limit:

Welcome speech – 5-10 minutes;

Plenary speech - up to 30 minutes;

Sessions speech - 10-15 minutes;

Debate - up to 5 minutes.

Conference Languages: Russian, English, Spanish, French, German, Italian

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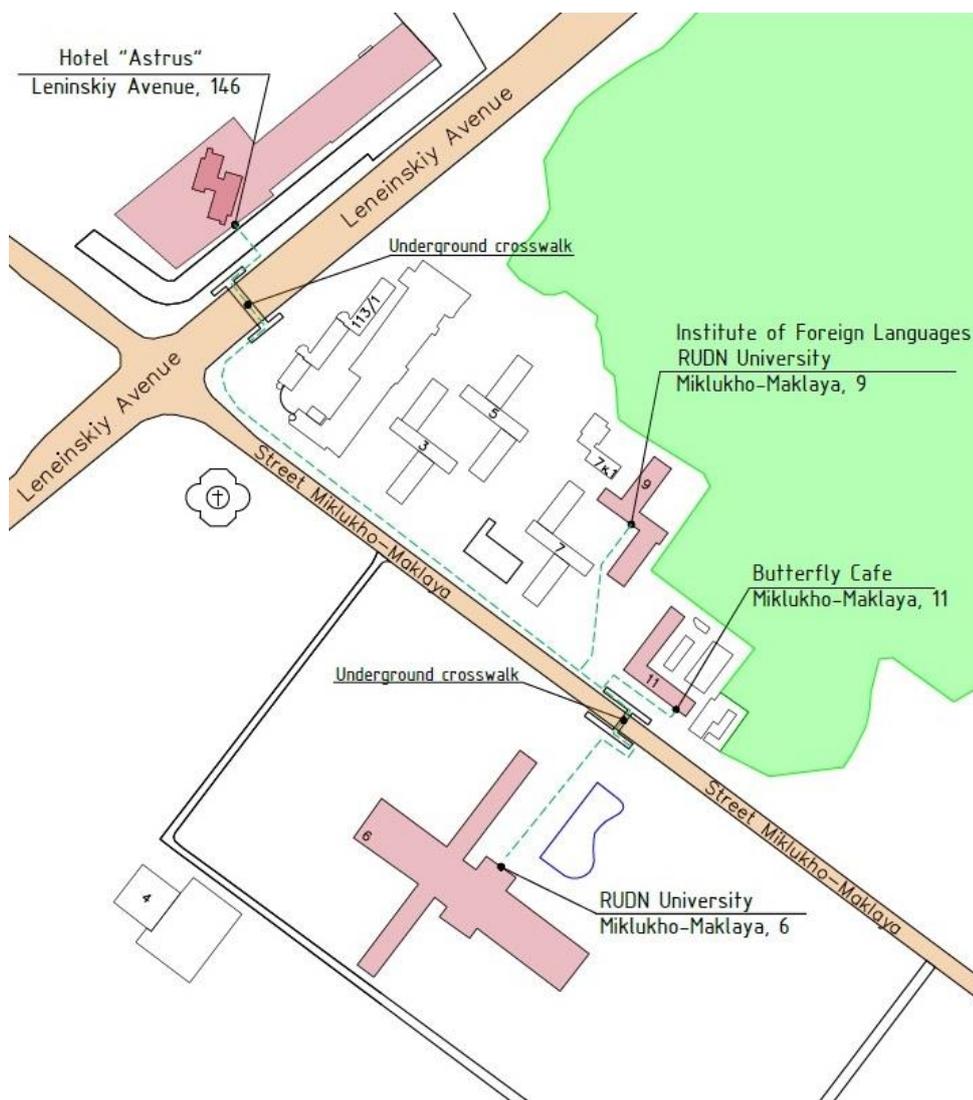
Institute of Education, University of Reading (UK).

Timetable

15.11.2019

Registration	10:00 – 11:00	Hall of the Institute of Foreign Languages, Bldg. № 4, RUDN University, Miklukho-Maklaya str., 9
Opening Ceremony Plenary Session	11:00 – 13:00	Lecture Hall, Bldg. № 4, Institute of Foreign Languages, RUDN University, Miklukho-Maklaya str., 9
Lunch	13:10 – 14:30	Miklukho-Maklaya str., 6, RUDN University
Session 1: Cross-Cultural Communication as a Global Problem in the Modern World	14:30 – 16:00	aud. 557, Bldg. № 4, Institute of Foreign Languages, RUDN University, Miklukho-Maklaya str., 9
Session 2: Cross-Cultural Communication as a Factor in Educational Activities	14:30 – 16:00	aud. 454, Bldg. № 4, Institute of Foreign Languages, RUDN University, Miklukho-Maklaya str., 9
Session 3: Cross-Cultural Component of the Linguistic Personality in Understanding the Socio-Cultural Reality	14:30 – 16:00	aud. 559, Bldg. № 4, Institute of Foreign Languages, RUDN University, Miklukho-Maklaya str., 9
Session 4: Digital Technologies in Teaching / Learning French as a Foreign Language: from Theory to Practice (francophone presentations)	14:30 – 16:00	aud. 455, Bldg. № 4, Institute of Foreign Languages, RUDN University, Miklukho-Maklaya str., 9
Session 5: Interrelation between Functional Approaches of Intercultural Communication and Interpretation Issues	14:30 – 16:00	aud. 553, Bldg. № 4, Institute of Foreign Languages, RUDN University, Miklukho-Maklaya str., 9
Session 6: Formation of Discursive Socio-Cultural Competence of Future Translators and Interpreters in Language Training Process	14:30 – 16:00	aud. 555, Bldg. № 4, Institute of Foreign Languages, RUDN University, Miklukho-Maklaya str., 9
Coffee-Break	16:00 – 16:30	aud. 561, 562 Bldg. № 4, Institute of Foreign Languages, RUDN University, Miklukho-Maklaya str., 9
Session 1: Cross-Cultural Communication as a Global Problem in the Modern World (Continuation)	16:30 – 18:00	aud. 557, Bldg. № 4, Institute of Foreign Languages, RUDN University, Miklukho-Maklaya str., 9

Session 2: Cross-Cultural Communication as a Factor in Educational Activities <i>(Continuation)</i>	16:30 – 18:00	aud. 454, Bldg. № 4, Institute of Foreign Languages, RUDN University, Miklukho-Maklaya str., 9
Session 3: Cross-Cultural Component of the Linguistic Personality in Understanding the Socio-Cultural Reality <i>(Continuation)</i>	16:30 – 18:00	aud. 559, Bldg. № 4, Institute of Foreign Languages, RUDN University, Miklukho-Maklaya str., 9
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Session 6: Formation of Discursive Socio-Cultural Competence of Future Translators and Interpreters in Language Training Process <i>(Continuation)</i>	16:30 – 18:00	aud. 555, Bldg. № 4, Institute of Foreign Languages, RUDN University, Miklukho-Maklaya str., 9



PROGRAM AND ABSTRACTS

OPENING CEREMONY

PLENARY SESSION

(15.11.2019, 11:00 – 13:00 - Lecture Hall, Bldg. № 4, Institute of Foreign Languages,
RUDN University, Miklukho-Maklaya str., 9)

Keynote Speakers:

James W. Pennebaker - Regents Centennial Professor of Liberal Arts and Professor of Psychology, University of Texas at Austin (USA)

Title: **“WHAT OUR WORDS SAY ABOUT US: USING COMPUTERIZED TEXT ANALYSIS TO UNDERSTAND PEOPLE'S THOUGHTS, FEELINGS, AND BEHAVIORS”**

Abstract. Very broadly, the most commonly used words in most languages are the almost-invisible function words, including pronouns, prepositions, and conjunctions. Over the last two decades, there has been a quiet revolution in the computer and social sciences that is discovering how the use of function words can provide information about people's social and psychological worlds. Multiple lab and big data studies are summarized that show how everyday use of function words can reveal personality, emotional state, social status, deception, intelligence, and social relationships. Implications for the use of computerized text analysis of words in psychology, history, medicine, business, and other disciplines is discussed.

Helga K. Kotthoff - Professor, German Linguistics, University of Freiburg (Germany)

Title: **“COPING WITH MIGRATION THROUGH HUMOR: GERMAN-RUSSIAN EXPERIENCES”**

Approaches: conversation analysis, ethnography, intercultural communication, migration linguistics, humor research, and socio-linguistics.

Abstract. I am going to present studies about humorous communication in everyday conversations among Russian-Germans, and also between Russian-Germans and other groups living in Germany. Mass media and internet communication will also be integrated. In describing the identity management of Russian-German youth, Roll (2003) has already defined the situation with the common denominator: being German and yet foreign. Discrepancies in experience are in principle suitable for humor. The humorous communication mode can above all be seen as a face-saving way to cope with a variety of insecure feelings in situations of intercultural communication (Kotthoff/Spencer-Oatey 2007). At the center of my studies are humorous stories about ambiguous verbal behavior, dealing with the unfamiliar (e.g., food, technology), incomprehensible demands of institutional communication (school, bureaucracy), parody and ironization of demands made by long term residents in Germany that are experienced as hard to follow, as well as humorous satire of “how to become German”.

The role of humor as a means of negotiating identity and membership in multi-cultural contexts shall be pointed out: Through humorous activities socio-cultural and ethnic differences are not only constructed and stabilized, but also overcome and subverted.

On the other side, it should be shown that for Russian-Germans punch-line structures, allusions and particular forms of narration and contents represent very useful procedures for mastering their particular identity demands (Roll 2003, Reitemeier 2006). In immigrant groups (but also in

general), the humorous communication mode facilitates a sense of security in dealing with potentially face-threatening experiences (Kotthoff/Jashari/Klingenberg 2013).

Kotthoff, Helga/ Jashari, Shpresa/ Klingenberg, Darja (2013): Komik (in) der Migrationsgesellschaft. Konstanz: Universitätsverlag.

Kotthoff, Helga/ Spencer-Oatey, Helen (eds.) (2007): Handbook of Intercultural Communication. Berlin etc.: Mouton de Gruyter.

Reitemeier, Ulrich (2005): Aussiedler treffen auf Einheimische. Tübingen: Narr.

Thierry Karsenti - Professor of the Université de Montréal (Canada)

Title: **“DIGITAL TECHNOLOGIES IN LINGUISTIC EDUCATION”**

Abstract. This presentation is about improving education, and more precisely the teaching of languages, with the innovative use of technology. This presentation will outline some of the challenges that the language teaching sector faces. My goal is to highlight the role of technology in tackling some of them by increasing efficiency, supporting excellent teaching and improving student outcomes. The breathtaking evolution of digital technology has marked all aspects of our lives: economic, social, and cultural. From youngsters to adults to oldsters, we are all captivated with technology, and all language teachers need to get on board. The almost universal accessibility of digital devices and the immense popularity of social networking sites have paved the way to new learning modes in the language classroom. The objective of this plenary session is also to present and discuss the place of digital technology in language teaching and learning for the 21st century. What are the best pedagogical strategies for language learning, with digital technology? What are the most promising technology tools? What are the real benefits of using technology to teach languages? What are the main foreseen challenges, and how can we cope with them?

Keywords: technology, learning, languages, teaching strategies, resources

SESSION 1

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

(15.11.2019, 14:30 – 16:00, Continuation 16:30 – 18:00,
aud. 557, Bldg. № 4, Institute of Foreign Languages, RUDN University,
Miklukho-Maklaya str., 9)

Session Organizer: Yulia Obolenskaya, Lomonosov Moscow State University, Moscow, Russia, e-mail obolens7@yandex.ru

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Translator's Linguistic Personality: Sociocultural and Psycholinguistic Aspects

Abstract. The translator's linguistic personality in recent decades has become the object of research not only in such areas of linguistics as comparative linguistics, semiotics, semantics, pragmatics, cognitive linguistics, and others but also in the natural sciences related to the study of human activity, for example, neurophysiology. Nowadays, an analysis of the features of translator's bilingualism (or multilingualism) as a type of professional bilingualism is impossible without taking into account the achievements of translation studies, sociolinguistics, and ethno-psycholinguistics, cultural linguistics and neurolinguistics. All these areas allow us to conclude the laws and mechanisms of a language contact, which can be influenced by individual specifics, including the hemispheric dominance in one's brain.

Unlike ordinary (natural) bilingualism, which is always a common practice of the peoples, the translator's bilingualism is professional by nature and is usually limited to the social practice of a particular individual. This practice, in turn, is shaped by the national, linguistic identity, the cultural experience of the translator, his emotional intelligence, and the socio-cultural factors that influence the formation of a particular type of acculturation of the translator's personality. Studies of the linguistic identity of professional bilinguals help us to understand the nature of speech production during the translation process, as well as the causes of linguistic interference at all levels of the language system, including stylistic registers.

In the course of experiments of neurophysiologists and neurolinguists it was revealed that the dominance of the left hemisphere, which operates with verbal images and perceptions, provides us with rational perception and thinking. The dominance of the right hemisphere, which is characterized by the predominance of visual images, provides an emotional, imaginative, intuitive (and sometimes irrational) approach to the situation, creating the prerequisites for intuitive, creative thinking, which is so necessary for the translator. Language contact occurs during the interhemispheric communication in the brain of any bilingual.

]Keywords: professional bilingualism, linguistic identity, creolization of language and culture

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Pitfalls of Cross-Cultural Communication

Abstract. From the period of Hofstede's survey cross-cultural communication being a relatively minor field in cultural studies has attracted attention within academicians and gained popularity. This is a result of growing needs as businessmen find it necessary to develop communication

techniques that bridge disparate cultures. Global technology expansion, the interconnectedness of the globalized economy has made such contact constantly more common. Richard Lewis, Robert T. Craig, Fons Trompenaars, etc. have expanded the field and categorized cultural differences to aid in communication. The refinement of communication has a clear-cut goal to solve problems that transcend cultural borders. Despite the essential nature of its application, the practice of cross-cultural communication appears to be limited from being considered a science or serious field of research. There are three main arguments that consist of a methodological basis, a definitional basis, and an empirical one. Firstly, "communication" is a nebulous and ill-defined term that differs in meaning according to contexts of technical field and cultural background. Additionally, communication is not an entity that exists itself but rather is an informational link between two separate entities. Therefore, communication can be studied only through the lens of separate fields that relate to these entities. Lastly, communication cannot meet the criteria of a science through the Scientific Method because of the lack of a controlled experiment. Cross-cultural communication therefore cannot exist as a "hard science" without a substantive transformation. Communication is a process by which information is exchanged between individuals through a common system of symbols, signs, behavior. This vague definition is divided into numerous categories depending on field of study and its use. According to Craig, they can be summed into seven traditions: rhetorical, semiotic, phenomenological, cybernetic, sociopsychological, sociocultural, critical. Each of these differ radically by process of handling distinct aspects of communication with unique goals in mind. As consequence, their research process is also at odds in procedure. This divide is exemplified by the difference between the field of cybernetics, established through mathematical theory of communication such as that by Claude Shannon and critical theory, which derives from a more philosophical and ideological basis (according to Craig). **Keywords:** communication science, insufficiency of empiricism, a constantly evolving system

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The Ambivalence of the Perception of Multiculturalism as a Social Phenomenon in Germany

Abstract. In the most prominent of the German defining dictionaries there is no definition of the term "multiculturalism", which is, however, hotly discussed in all German-speaking mass media. In this report we use linguistic conceptual analysis to investigate this social phenomenon, which opens up the cognitive aspect of the concept and its cultural value for modern German society. The goal of the report is to concretize the definition of the word "multiculturalism" in the modern German language and to find out its paradigmatic and syntagmatic relations. The term "multiculturalism" refers in the German language, on the one hand, to a situation in society, where members of different cultures live together. On the other hand, multiculturalism is defined as coexistence of different cultures, which doesn't presuppose assimilation. Obviously, these two views differ only by the presence or absence of the meaning component "binding agreement of the coexisting cultures on cross-cultural basis values". These two meanings are probably related to each other as an ideal meaning and an actual meaning. The ideal meaning is fixed in some defining dictionaries, the actual meaning is not found there, it predominates, however, in the modern German language, what syntagmatic and paradigmatic relations of the lexeme "multiculturalism" show. As contextual synonyms for the word "multiculturalism" function such word-combinations as *cultural pluralism* and *the emergence of parallel societies*. In the context are used such antonyms for the word as *the attempt to create homogeneous states*; *monoculturalism* and *homogenization madness*, but also *leading culture*, *integration* and *assimilation*. The syntagmatic environment of the word shows that it is used relatively often in its actual meaning, which is perceived negatively by many native German speakers. The current social situation in Germany suggests that various aspects of the coexistence of different cultures in this country will be certainly

discussed hot also in the future. However, in order to avoid the dispute over the meaning and evaluation of the word "multiculturalism", we believe that the meaning of this word should be clarified by agreeing whether the corresponding term contains the meaning component "binding agreement of the coexisting cultures on cross-cultural basis values".

Keywords: Multiculturalism, concept, paradigmatic relations, syntagmatic relations

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Intercultural Communication and Russian Student Community in the Context of Globalization (on the Example of IWEB RUDN University)

Abstract: Globalization as a phenomenon can already be considered as an accomplished fact. Blurring of state, national, cultural and other borders takes place in full view of everyone that gives rise to a new reality, to which various institutions and social group of all ages have to adapt. The modern universities don't stand aside of this process. They pretend to have a global status and create a highly competitive market for educational services. They act as "factories for the production of knowledge" and aggregate intellectual resources from various countries. Universities create a special multicultural environment in which, on the one hand, a dialogue of cultures takes place, and on the other, there is a unification of communication and language practices.

In this context, expected questions arise about the readiness of the Russian educational system to compete with the dominant Anglo-Saxon model. In our opinion, this set of issues is still open.

In this regard, the purpose of this study is to assess the potential for the development of intercultural communication in the leading Russian universities with a subsequent increase of internationalization indicators. The subject of study is the student audience as a part of communication and an owner of a number of demographic, psychographic and behavioral characteristics.

In view of this, in December 2016, there was conducted the survey of 170 Bachelor's and Master's degree students of the direction "Advertising and Public Relations" in the Institute of World Economy and Business of the Peoples' Friendship University of Russia (IWEB RUDN University). They were asked to answer anonymously the questions of the survey, which contained several meaningful modules, including describing formal demographic and behavioral characteristics.

After the information processing of the survey's result we noted the key takeaways that allow us to conclude that the part of the Russian students among the respondents demonstrates a high level of opportunities, but a low level of interest in developing their intercultural communication skills.

Keywords: intercultural communication, global university, survey, student community

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Borrowings as One of the Ways for the English Language Learning in Polyethnic State

Abstract. The article deals with the process of the English language learning through borrowings presented in written and oral forms of communication in Russian and Kazakh. Borrowings, being the result of a long historical interaction of languages, their functioning and mixing occupy a significant place in the vocabulary of many languages. The process of borrowing is uneven and the richness of borrowed vocabulary in the Russian and Kazakh languages can be associated with periods of political and economic activities and cultural life of the country, of people's. One of the

main reasons for borrowed vocabulary in the Kazakh and Russian languages is a tendency to create international terminology, common names of concepts, phenomena of modern science and technological production. It is a well-known fact that a vocabulary of any language is being enriched due to borrowings, which in its turn, become a nonequivalent lexis. Under non-equivalent vocabulary we mean foreign words and phrases denoting objects, processes and other realities of life, which at this stage have no equivalent in the target language. So, this lexical innovation is characterized with fixity, as in oral so in written forms of communication in any language with its literary norm. There described the forms of English vocabulary adaptation on phonetic and morphological levels of Russian and Kazakh. Widely used lexical borrowings in these levels can contribute to their consolidation, as in Russian so in Kazakh languages, thereby enriching oral and written forms. It is known that all languages in their functioning and development are constantly converging with other language systems and accordingly contain foreign language elements in their composition. The presence of the foreign language elements in the Russian and Kazakh languages can be explained with linguistic and extralinguistic factors as well. Moreover, the borrowed vocabulary reflects the facts of ethnic contacts, social, economic and cultural ties between language commitments. It should be noted that under conditions of multiethnicity, borrowed vocabulary can not be "foreign" or "strange" since in multi-ethnic countries, for example Kazakhstan, where there are multiple languages, the borrowed vocabulary does not bring any damage to the further development of the language itself, but rather can be combined with it. The most important characteristic, in our opinion, for borrowing (Russian / Kazakh languages) is awareness that another language (English) can become a source of acquisition of values, scientific achievements or lifestyle. Borrowing as a problem of language adaptation in the conditions of polyethnicity is widely studied by domestic and overseas linguists. Since borrowing is an integral part of the process of functioning of the language, one of the main sources of vocabulary richness. **Keywords:** the English language, borrowings, mastering, text, transliteration, communicative requirements.

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Intercultural Communications in Migration Processes: Problems and Solutions

Abstract. This article is devoted to the theoretical understanding of intercultural interaction at the stage of adaptation and integration of migrants. It discloses the approach of creating a multi-level system for the formation of intercultural communications in migration processes. The problem of the formation of such a system in Russia in the future is indicated and an approach to its solution is proposed. In recent years, the world has seen a rapid increase in population migration. This is largely due to: globalization, accompanied by transparency of state borders; uneven economic development of countries, causing population migration from poor countries to richer countries; the demographic crisis of the Nordic countries and population growth in the southern and Asian countries, as well as the growth of military conflicts in the world.

The scale of population migration led to: increased crime in the migration environment, the emergence of refugee camps with terrifying living conditions for migrants, the spread of slave labor and slave relations, the growth of extremism and terrorism. One of the most destructive consequences of large-scale population migration is the formation by migrants of numerous ethnic enclaves, in which migrants isolate themselves from the local population. Migrants speak their native language, and profess their own culture and religion. The formation of ethnic enclaves violates the previous way of life of the local population, generates the radicalization of migration relations between migrants and the local population, bringing the process to the level of hostility. The presence of enclaves undermines the stability of migrant populations, creates conditions for the emergence of major social conflicts, similar to those that have occurred relatively recently in

Australia, Germany, France and several other countries, and also creates favorable conditions for the spread of extremism and terrorism all over the world. Destructive consequences of migration are largely due to differences in the cultures of migrants and the local population, the complexity of mutual cultural penetration, the inability and sometimes unwillingness of migrants to adapt and integrate into the host society, as well as the authorities' inability to facilitate the adaptation of migrants and integrate them into the host society.

Keywords: population migration, intercultural communication, intercultural cooperation, intercultural dialogue, migration policy, adaptation of migrants, integration of migrants

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A Holistic Model of Second Language Acquisition Theory

Abstract. SLA is a broad multilateral realm of theoretical and applied projections. The discipline being topical for the world community, its coterminous issues are rather summarily thrown together, but actually spread out or split up of the field originally meant as a more concentrated and closely knit nucleus. The research mainstream branches out into numerous aspects of language acquisition, most of which are 'cross-sectional'. The heterology of research approaches hinders the progress towards the development of a well-balanced unified SLA theory relied on the basics inherent in science at large. Although the idea sounds like a utopian goal so far, a number of steps could be taken for SLA integrity to get closer and ultimately to transpire. A holistic theoretical model of SLA requires that its modules be represented on the basis of the same property, or radix. In the model developed, the radix is identified as a minimal predicative unit formed. The unit takes shape in the process of predication which can be referred to as the act of joining initially independent objects of thought expressed by self-determining words - predicate and argument - in order to convey any idea. Predication is a most important function of language cognition due to which the real and individualized worlds converge in the learner's mind. Hence predication is not just a common fundamental of language, social intercourse and individual inner thought activity but actually a medium creating the environment in which all three spheres mentioned function cohesively. The SLA Universal Invariant-Based Binary Predication Theory is identified in terms of its domain, content and procedural phenomena, principles, rules and regularities, binary opposition logic and idealized object. The latter can be represented as a complex intellectual whole since the aggregate of the three values determines a vision of a higher order independent of the particular learning conditions. The interdependence of three values (language, communication, verbal thought) transpires in accordance with the duality (binary) principle which manifests itself in that each value is a permanent symmetrical counterpart of SLA basic concepts and statements.

Keywords: SLA, theory, integration, binary opposition, universal predicative unit

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Identification of Extremism Signs through the Analysis of the Text Tonality

Abstract. In modern society, there is a phenomenon that has been developing exponentially for the last 25-30 years. This is extremism. Statistics has little importance here. The most significant thing is to reduce its development, and even better to prevent. Special forces are working on it. These include experts of linguistics who are specialized in the so-called profiling of texts or

speeches. In particular, there is the identification of extremism signs through the analysis of the text tonality, which can include samples of oral speech.

The relevance of this identification needs for such analysis in different fields of activity. This is particular importance, as mentioned above, for certain special services that are specialized in the identification of extremists and terrorists, the analysis of their correspondence in social networks and in very popular messengers today.

The object of the study is a text and its tonality.

Subject - analysis of the text tonality.

The objective of this study is to identify the signs of extremism.

Method is manual analysis of the text tonality.

Extremism (from lat. *extremus* — extreme, excessive) is a commitment to extreme views, methods of action (usually in politics). Extremism affects both individuals and organizations, mainly political.

Experts of the center for the study of extremism problems of St. Petersburg state University in the concept of "hate" characterize the feeling of strong hostility to someone. In the conducted researches it is necessary to be also guided by linguistic (dictionary) interpretation of these concepts. For example, according to the Large explanatory dictionary of the Russian language, hatred (hate) is the feeling of the strongest enmity, hostility. And hostility is attitudes and actions imbued with hostility, mutual hatred. To excite - to cause, to awaken some feeling or state.

For the preparation of an expert opinion, the concept of "the direction of speech action" is fundamentally important, which is determined by the ability of the text to form in the minds of listeners a certain mental result by providing moral and mental impact.

From the point of view of the Russian language Grammar, special grammatical forms, for example, the forms of the verb (2nd person in plural, imperative mood), indicate the motivation in the demand's form, a call to hostile actions. ("Destroy!").

In Russian linguistics and psycholinguistics, the term "creolized texts" is used. They have a greater impact potential than homogeneous structures. The information they transmit can be both dynamic (television, radio, oral speech) and static (print media, propaganda posters, leaflets, etc.).

Thus, we have identified signs of extremism through the analysis of specific linguistic means in some texts, which include samples of oral speech.

The scientific novelty of this research is to compare manual analysis with the work of artificial intelligence. In this case, it is finding a certain error. This will be done in our next study.

Keywords: extremism, tonality, analysis

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Newfoundland Regional Variation of the Canadian National English Variant

Abstract. The article deals with the issue of the Newfoundland dialect as a regional variation of the Canadian national English variant CE (Canadian English). In the era of globalization the aspect of preserving the national culture uniqueness remains very actual. The culture is reflected in the language. Language identity is maintained in existing dialects.

The territory of Newfoundland was heterogeneously populated by Europeans. One can trace the influence of English, Scottish, Irish as well as local population languages on its formation.

In Russia there are few scientific works devoted to the study of the dialects of the Canadian national English variant.

The process of forming a new dialect is of great interest. We can trace and analyze how new distinctive language features appear. A new dialect arises gradually.

If we consider the formation of a new dialect in the territory where new settlers appear, where people migrate, the following features should be noted: **language mixing** in a new community, **levelling and the emergence of an identical form of communication and simplification.**

The process of linguistic simplification is observed: a reduction in the number of exceptions, non-standard phenomena in morphology and an increase in unchanged word forms, categories such as gender, case can disappear, and the number of phonemes are reduced. In general, the new dialect is characterized by simplification to its original dialects. **Language** mixing, levelling, simplification are essential phases of a new dialect emerging.

Newfoundland regional dialect is unique. This fact can be explained by historical, economic and geographical backgrounds.

European settlements appeared in **Newfoundland** earlier than in most parts of the North American continent; immigrants from **southwestern England and southeastern Ireland** lived in those settlements. **The economics of the region was largely based on fishing, logging.** The population also dealt with hunting seals.

The Newfoundland dialect has its own characteristics at the phonetic, grammatical, lexical, morphological, syntax levels. The Newfoundland dialect presents many grammatical and lexical features that significantly distinguish it from others.

Regarding phonetic features more adults and males often use the sounds *d* and *t* instead of the interdental sounds *ð* and *θ* in their speech.

There are many differences and features at the grammatical level. Present Continuous is used with a preposition *after* instead of Present Perfect, preposition *at* meaning *doing*.

A large number of words and their lexical meanings, which either disappeared or became archaic in other regions of Canada, remained in the Newfoundland dialect.

Keywords: the Newfoundland dialect, regional variation, regional dialects, distinctive language features

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The Notion of Communicative Type in Modern Linguistics

Abstract. Nowadays, modern linguists are deeply interested in the study of linguopersonology. V.I. Karasik, O.A. Dmitrieva, N.D. Golev, E.V. Dzyuba, E.A. Dzhenkova and others have chosen linguopersonology as the subject of their study. The usage of the communicative aspect in the research paradigm has inevitably led to the expansion of the concept of linguistic personality.

Therefore, linguists have come to the conclusion that it is necessary to consider the linguistic personality through a wide range of factors: mental, psychological, pragmatic, etc., which are manifested in discursive strategies and implemented by the speaker during the communication. It is in the discourse that a person's national, cultural, professional, age, gender and other features are manifested.

The purpose of this study is to find out the definition of the notion "communicative type" and to identify the difference between communicative and linguocultural types.

The study reveals several differences between the "linguocultural", "sociocultural" and "communicative" types including the irrelevance of the social and ethnic features of a discourse personality (such as appearance, gender, origin, domicile, occupation, leisure time, marital status, environment, lifestyle, communicative features, precedent name and situation) for the communicative type.

We follow the methodology of studying the communicative type proposed by N.N. Panchenko, which includes: a) revealing and analysis of the conceptual content of the corresponding concept in the system of related concepts; b) identifying its image and evaluative characteristics; c) analyzing the contexts which describe a particular communicative type; d) analyzing the discourse features of the communicative type.

In this study, we consider the "communicative type", disregarding social and ethnic characteristics, based on the definition in which the communicative type is understood as a typical representative of a group of communicative personalities, united by common features of communicative

behavior. This type of personality basically does not depend on ethnic and social characteristics and is displayed exclusively in the specifics of communicative behavior.

In other words, a communicative type is a variety of concept, which contains a generalized idea of the typical characteristics of a particular communicative personality.

Keywords: linguopersonology, linguistic personality, linguocultural type, communicative type, concept

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Problems of Attribution, Stereotypes and Prejudices in Intercultural Communication

Abstract. Features of intercultural communication are actively studied in Russia and abroad. The psychological mechanisms of these phenomena and processes are complex structures. A feature of intercultural communication is the influence of cultural factors of certain ethnic groups and the specificity of the culture of a particular society. Nevertheless, it is important to investigate the problems of attribution, stereotyping, and prejudice, given the above factors. Theoretical research methods: analysis, synthesis, problematization, schematization, abstraction, criticism, categorization.

The theory of casual attribution gives a complete picture of the process of interpreting phenomena and processes by an individual, attributing the behavior of others to internal or external reasons.

The fundamental error of attribution is an overestimating of a person's ability: the personality factor is re-evaluated, and the situational factor is underestimated. Attribution errors are important in intercultural communication, as participants' behavior maybe related to cultural, ethnic and other reasons.

Misunderstanding of discourse, gestures, facial expressions, as well as other components of the behavior of another culture leads to a distorted interpretation, from which a negative attitude, alertness, hostility, contempt appear. Then stereotypes come to the rescue, which help form judgments, assumptions and estimates.

The psychological mechanism underlying the formation of the stereotype is called the principle of saving the effort: people bring the occurring phenomena under the already known categories; it is stereotypes that dictate about two-thirds of the forms of human behavior.

"In-group favoritism" is the formation of a more positive image of one's group in relation to another. The result of stereotypes leads to an ethnocentric reaction when judgments about other people and cultures are based on an understanding of one's own culture. The degree of stereotyping is inversely proportional to the experience of intercultural interaction.

Prejudices, like stereotypes, are very difficult to change, but the media can help change them. It is a mistake to believe that stereotypes and prejudices give in to easy change.

The conditions of modern society require increased attention to the differences between cultures and the ability of their representatives to learn from each other, accept representatives of another culture and successfully coexist in a single space.

Keywords: intercultural communication, attribution, stereotypes, prejudices, social psychology

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Towards Modelling Intercultural Pragmatic Competence of the L2 User

Abstract. Pragmatic competence has been the focus of language acquisition studies, gaining importance from the late 1950s. Pragmatic competence (knowledge and skills in production of language functions and speech acts) is regarded as one of the core components of the communicative language competence. Handling pragmatics within intercultural communication is

a vital part of the L2 learning process. Intercultural pragmatic competence comprises several domains of L2 awareness and performance with regard to effective pragmalinguistic and sociopragmatic use of L2 in a contextually appropriate way. Today one of the interdisciplinary objectives of applied linguistics and language pedagogy is to facilitate a common reference framework for describing and evaluating the L2 user's intercultural pragmatic competence. The current study aims at presenting the rationale of the intercultural pragmatic competence model based on distinction of declarative and procedural pragmalinguistic knowledge. We state that modelling intercultural pragmatic competence of the L2 user is to take into account a set of universal requirements, which this competence is supposed to meet. Thus, pragmatic intercultural competence is to be presented as (1) multi-purposeful, i.e. usable for the full variety of intercultural communication tasks; (2) flexible, i.e. adaptable for usage in different pragmatic situations of intercultural communication; (3) dynamic, i.e. continuously developing in response to the developing communicative needs of the user. Considering the complexity involved in intercultural communication, the L2 user's pragmatic competence can be modeled at different levels of abstraction. We identify the most general macro-level of intercultural pragmatic competence which includes (1) discourse competence in intercultural communication – knowledge and skills of applying L2 conventions of turntaking, thematic development and coherence maintenance within a particular discourse genre; (2) functional competence in intercultural communication – ability to adhere to norms and conventions of communication for particular functional purposes, which are specific to L2 culture, e.g. norms of imparting factual information, expressing and finding out attitudes, structuring functional modes of speech (description, narration, argument), etc.; (3) design competence in intercultural communication – ability to follow patterns of social interaction specific to L2 culture, e.g. patterns of establishing common knowledge, agreeing communicative roles, etc.

Keywords: pragmalinguistics, discourse competence, functional competence

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Representation of Male and Female Speech Behaviour in Modern British Drama

Abstract. Issues of gender have moved to the foreground of the sociological, psychological and linguistic research over the past decades. The traditional focus of gender studies has been on cultural and sociological factors that underlie stereotypical ideas about femininity and masculinity. Gender is one of the key factors defining the place of an individual in society, while gender identity, which affects the most profound aspects of the personality, is crucial to the development of human self.

Ever since the emergence of gender studies as a new interdisciplinary field, the problem of gender-related factors in speech behavior has captivated researchers.

Initially, the term “gender” applied exclusively to psychological, social, cultural, and sociocultural characteristics associated with femininity and masculinity; it also encompassed stereotypical ideas about roles and features considered appropriate or desirable for women and men. It should be noted that gender issues in that period were primarily addressed by so-called “women’s studies” that theorized the interrelation between the sexes as well as informed the social campaign for equal opportunities for women, for women’s liberation and personal autonomy.

In modern gender studies, however, the emphasis has shifted from gendered language use in various settings to linguistic construction of gender in a broad variety of texts and discourses.

The interest in gender constructionism stemmed from the need to overcome a number of methodological errors that had beset gender studies in linguistics, notably, the overgeneralization of research findings and their extrapolation onto broader contexts with little or no account for social status, age, ethnicity and other important variables.

Mental representations of reality are known to be engaged in a complex relationship with the linguistic picture of the world. Language shapes the attitude of the individual to the world. However, the role of language is not only to transmit messages, but also to organize the content to be encoded in the message.

The text contains meanings contained in both worldview and in the artistic picture of the world. It is important that the artistic picture is determined by the value system of the author. Modern cognitive linguistics can be said to regard text as a window on the author's mentality and worldview.

The article examines and analyzes the linguistic mechanisms of gender construction in modern British drama. The speech profiles of male and female literary characters reflect the authors' ideas about how women and men should speak. What is more, the character's speech provides valuable insights into social attitudes relating to the acceptability or unacceptability of various forms of verbal behavior for a man or a woman. Our study attempts to identify the most prevalent vocabulary features, grammar structures and conflict management strategies used by British authors for male and female characters.

The study is based on 90 dialogs selected from plays by modern British authors. The sample was limited to works by male playwrights; thus, it may be assumed that the material potentially reflects some features of the masculine perception, interpretation and reproduction of the gender features of speech.

Keywords: linguistics, gender, conflict, artistic discourse, communicative roles

SESSION 2

CROSS-CULTURAL COMMUNICATION AS A FACTOR IN EDUCATIONAL ACTIVITIES

(15.11.2019, 14:30 – 16:00, Continuation 16:30 – 18:00,
aud. 556, Bldg. № 4, Institute of Foreign Languages, RUDN University,
Miklukho-Maklaya str., 9)

Session Organizer: Valiantina Maslava, Vitebsk State P.M. Masherov University, Vitebsk, Belarus, e-mail: mvavit@tut.by

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Common Features of Russian and English Proverbs

Abstract. The article presents a scope of learning proverbs and sayings in the field of paremiology in Russian and English languages. The interest to the study is defined by the significance of the intersection between culture and language, paremiology and cultures in particular. Proverbs and sayings are to fix the constants of morals and culture that are applicable to all speakers of the language, determine evaluation system of the world, and are the ones that authorize us to differentiate and analyze the main concepts. Proverbs and sayings of different cultures help us to understand the mentality of the nation, identity, perception of people; they store and transmit database about the level of material and spiritual culture of the certain ethnic groups, communities, their life, past and present, the evolution of society in general. Proverbs have a great educational value, the use of proverbs in speech makes it more vital, colourful and expressive. The private world of a human being lives within a person himself. It is a prosperous world of consciousness and awareness. It takes in all human emotions, feelings: positive and negative. The themes are different: friendship/love, labour/work, kinship/family, education/knowledge, hope/expectations, nature/environment, joy/anger. Proverbs have disclosed many aspects of social world of an individual, which alters from relationships between parents and children to behavior and human nature. In the proverbs and sayings uniqueness and picturesqueness of national thinking was more vividly expressed as well as their features of national character. Proverbs are a kind of “treasure” of knowledge of the people, containing knowledge of their native language and native speech. It is very important to remember them, refer to them, reflect on their content, read the history of their origin. Using them parents inform the children about moral values, experience, handed down by previous generations.

The following methods were used in the process of research of the given paper: method of informational generalization, descriptive/contrastive methods as well as a phrase-centered approach helping people to feel more comfortable with the figurative language.

Due to their attractiveness and eye-catching properties proverbs can be interpreted as “little texts”. The usage of proverbs in oral and written speech helps raising someone’s curiosity, to persuade people to the raised issues.

Keywords: proverbs, mentality, spiritual treasure, personal traits, source, speech, set expressions

Ekaterina M. Kosheleva

Fine Art Activity in English Classes for Preschoolers

Abstract. The development of the creative abilities of a child must begin in childhood. Visual activity in this matter is multifaceted. It allows us to develop, modify, test various methods for the formation of creative thinking in the educational process, including preschool. In recent years, there has been a significant reappraisal of the role of the subject "foreign language" in the content of education, including preschool. For preschoolers, of particular importance is not only the process of mastering a foreign language but also, to a large extent, their development and education as subjects of educational activity. The selection of content is made taking into account the communicative and sociocultural approaches to teaching a foreign language. It is based on the principles of early learning a foreign language and is determined by the humanistic nature of the training. It assumes an orientation towards the development of the child's personality and his work. Scientists, teachers, and psychologists consider creativity as the creation by a person of an objectively and subjectively new one. Subjective novelty is the result of the creative activity of preschool children. With its help, creative abilities are formed; morality is brought up, the habit of work is instilled, the work of mental functions improves. Therefore, visual activity as a means of developing creative skills is considered one of the most effective.

The article reveals the meaning of children's visual activity, describing its impact on the development of a child's personality. The advantages, types of fine art are described, the research of scientists is described (L. S. Vygotsky, L. A. Wenger, E. A. Flerina, Y. A. Bashilov, N. I. Tkachenko, K. M. Lepilov, E. V Razgraev, and others, psychologists K. N. Kornilov, I. L. Ermakov.) Claiming that drawing and other forms of art in childhood positively affect the development of intellectual, emotional, motor, and other abilities of the child. They contribute to increasing motivation for learning and contributes to the gradual development of the foundations of foreign language communicative competence. The methods and techniques of aesthetic education are given, as well as examples of working with various materials and in various art techniques.

Keywords: drawing, art, English, child development, creativity, lesson

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Formation of Translators' Socio-Cultural Competence in the Process of Informal Education

Abstract. The article analyzes the role of informal education in the development of socio-cultural competence and gives the examples of new methods of training future translators during the course "Translator in the sphere of professional communication" in one of the regional universities. The author begins with the assumption that informal education plays an important role in self-development of future specialists integrating into the system of the world and national cultures. The academic novelty of this research lies in new ways of mastering a foreign language outside the class that were suggested in the current research. It was proved that socio-cultural competence consists of the knowledge of social, cultural and country peculiarities of the society and implies the ability to do all kinds of speech activity in a foreign language, including translation. The analysis of the literature, observation of learning foreign languages during extracurricular activities, conversations with the participants of different projects prove the importance of informal education in formation of socio-cultural competence. The material collected was employed in experimental informal teaching. This kind of teaching helped understand the results of the developed methods for effective formation of socio-cultural competence.

The author describes the benefits of informal learning a foreign language for both teachers and students. There is a review of the factors that influence the development of socio-cultural

competence such as integration of formal and informal education in the context of professional training, communicative needs that lead to learning foreign languages, extracurricular activities that motivate students to use a foreign language as a tool for communication.

The research shows that participation of the future translators in different projects like international competitions, translation practices, involvement in different communication societies helps them become more confident, overcome a language barrier, understand the necessity of learning a foreign language in the modern society, be aware of applicability of this language in their professional life.

Informal education leads to a steady interest to a foreign language and to understanding that a foreign language can be used as an instrument of intercultural communication. Extracurricular activities together with formal lessons give an opportunity to form socio-cultural competence of future translators.

Keywords: translators, informal education, socio-cultural competence, extracurricular activities, foreign language

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Communication and Cross-Cultural Communication in the View of Language Teaching

Abstract. Communication is a multilateral process that includes interaction - interaction, perception and knowledge of each other - perception, as well as information exchange - communication itself. Communication in human society means communication, exchange of thoughts, knowledge, feelings, patterns of behavior, etc. The word exchange in this case is a metaphor. In fact, if we “exchange” ideas, “exchange” words, then we mutually enrich each other's ideas. Communication is a semantic aspect of social speech interaction.

Within the framework of communication, intercultural communication is highlighted, the purpose of which is to establish communication with representatives of different nationalities in the dialogue of cultures. Its origin is connected with the works of E. Hall, R. Brislin, J. Berry, D. Lansis, W. Lonner, S. Thing-Tumi and others. The term “cross-cultural communication” itself appeared in the 70s of the XX century in American linguistics. This is such communication, the success or failure of which is determined by the cultural differences of the communicants. Studies of the cultural condition of communicative behavior are carried out, as a rule, in the framework of cross-cultural analysis; moreover, each culture has its own rules of conversation, closely related to culturally determined ways of behaving in a given situation.

As the goal of teaching a foreign language, readiness for intercultural dialogue, for intercultural communication is recognized. This implies the need to develop new teaching technologies, including attention to the non-verbal component of the communication act, which is due to a new approach to the interpretation of interactive interaction, represented by both verbal and non-verbal components.

Keywords: communication, cross-cultural communication, teaching, foreign languages, cross-cultural analysis

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Teaching Idiomatic Expressions by Means of the Techniques of Corpus-Based Linguistics (Advanced Level)

Abstract. The paper examines the issue of implementing language corpora in the process of language learning at advanced level, thus helping students to master idiomatic expressions and figures of speech. The purpose of this approach is to provide students with a tool which will enable them to develop metaphoric competence and skills to study individually.

The problem of teaching idiomatic expressions is still an unsolved challenge for foreign language teachers. In this regard, as the results of the conducted research show, corpus-based approach to teaching languages opens up a number of new opportunities, aimed at studying languages as they are. As mastering formulaic language is notoriously difficult for learners, it has attracted researchers' attention to investigating the principals of selecting idiomatic expressions for students' study, seeking the ways and techniques of teaching that will build up students' knowledge of idioms.

Traditionally effective methods of teaching idiomatic expressions are based on integrating reading, listening, writing, speaking activities together. Nowadays corpus-based research is gaining momentum. Language corpora are actively used by linguists, interpreters and text-book writers. Obviously corpus-oriented approach to teaching a foreign language consolidates students' knowledge and develops their cognitive skills.

The problem of teaching idiomatic expressions seems appropriate and necessary given the fact that these units carry the features of the cultural and historical development of the people and characterize all languages.

This article starts with the characteristics of idiomatic expressions as a constituent of language teaching. The author analyzes the research data available and consider the specifications of incorporating corpus-based exercises. The language-teaching aspect is also considered equally significant. The author comes up with a number of corpus-based tasks which can be used in teaching idiomatic expressions.

The study relies on the methods of comparative analysis, linguostylistic analysis, generalisation and systematisation, discourse and conceptual analysis.

The results of the research show that implementation of language corpora in foreign language classes develops not only lexical and grammatical competences, but also contributes to the increase of students' autonomy.

Language corpora in foreign language classes allows to trace linguistic phenomena, highlight their characteristic features and patterns, define the tendency of use of various idiomatic expressions directly by native speakers.

Keywords: teaching idiomatic expressions, advanced language learners, language corpora, methods of corpus linguistics

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Introducing Colour Vocabulary in the Framework of Teaching Spanish as a Multicultural Language: Illustrative Method to overcome Communication Difficulties

Abstract. The issue of reflecting culturally-bound semantics in language units of different levels has lately been topical in a large number of investigations all over the world. We assume that one of crucially important subjects in this field is additional semantics of colour names in Latin American variations of the Spanish language. Studies on history of Latin American countries and etymology of language units concerning colours in Spanish make us come to a conclusion that the appearance of additional culturally-bound meanings in the "colour" semantic field in different Spanish-speaking countries is mostly connected with extralinguistic factors, such as ethnohistory, political history, geography and climate, cultural traditions. The semantic field (or even macrofield) of colours represents a source of language-and-culture-bound communicative difficulties for those who study Spanish. In this sense, they include lacunary meanings of colours

in Latin American variations of Spanish denoting gaps in the conceptual picture of the world and can be evident or hidden. The latter as a rule concern colour symbolism and associations in different countries and play a great role in the intercultural communication. As a result, we suggest that such vocabulary should be taught to the audience studying Spanish, especially to would-be translators and interpreters, to avoid misunderstanding and communicative failures and to get a better perception of Latin American cultures. In this context we consider the following methods efficient:

- 1) introducing the linguistic information together with extralinguistic facts;
- 2) making (and encouraging students to make) picture presentations to illustrate semantic differences in colour perception within different cultures;
- 3) employing fiction, mass media, Internet forums and other sources to illustrate semantic and stylistic differences in situational usage of colour vocabulary.

Keywords: Colour vocabulary, Spanish language, semantics, communication, difficulties

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Cicero's Educational Space from Intercultural Perspective: Semantics and Semiotics

Abstract. The concept of learning space has been under close study in the past decades. While generally referring to a place where teaching and learning practices occur, it demonstrates different approaches to its understanding and interpretation. Modern education is a product of a millennial cultural tradition, changing ideas and ideals, values and ways to achieve them. Education is a part of a societal culture; it is the greatest value, a mirror and an extremely effective channel for translating societal and cultural values. This essay is aimed at revealing physical and value aspects of an educational space created and promoted by Marcus Tullius Cicero whose major goal was to raise educated, qualified and wise citizens of Rome. To achieve this, text and translation analyses of Cicero's treatises "Divination", "On Duties" and his selected letters to Atticus were conducted. The conception of the educational space as a physical and spiritual object provides an opportunity to look at Cicero's heritage from cultural and pedagogical perspective. In organizing places for "scholarly leisure", Cicero affirmed the necessity to organize a comfortable educational space in which there would be room for reasoning, discussion, doubt, a joint search for truth. The semiotics of such space reflects Cicero's Hellenophilic views. And it is this semiotics that is reflected in the "European" perception of the ideal educational space. An analysis of the semantics of the key words used in Cicero's treatise "On Duties" in the Latin, Russian and English translations of the treatise was conducted. The translations of the two key lexemes, "officium" and "honestum", were analysed in terms of cultural connotations and translation accuracy. It was revealed that both English and Russian translations of these words tend to obscure their original semantics linked to the specifics of ancient Roman reality. The loss in meanings characteristic of translated texts was revealed. Thus, it is advisable to bear in mind the original cultural connotations of the key concepts in order to give an adequate evaluation of Cicero's educational ideas.

Keywords: Cicero, educational space, cultural specifics, translation

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Increasing the Efficiency of Post-Graduate Students' Linguistic Training through Application of Videomaterials

Abstract. Education is the human activity that is very sensitive to all the changes the society undergoes. The young generation's virtual priorities dominating in the digital society impose new demands on education. At all University levels, a teacher's immediate and adequate response to new challenges enhances the educational process. The post-graduate level also puts forward new claims on both teaching and learning and needs a thoughtful analysis. The aim of this research is to frame new directions in teaching the subject "Foreign Language" at this level and to find some techniques helping students assimilate knowledge more quickly and successfully. In their research, the authors used the following methods: domestic and foreign literature analysis; pedagogical experiment; direct and indirect observations; comparison and classification of the obtained figures. Having analyzed the accumulated data, they came to the conclusion that systematic application of video fragments at the lessons increased students' interest and motivation, enlarged their vocabulary, widened their professional horizons, helped them become more broad-minded and get rid of scientific provincialism. It is noted that using the latest virtual content, a teacher can update the existing textbooks, which, in its turn, in a friendly teacher-student environment, will drag the emphasis from merely preparing students for their Candidate's examination to turning them into useful members of the international scientific community. Under these circumstances, a University teacher needs their individual load revision in order to get more time to prepare for their classes. In the end, the authors share their practical experience with colleagues and articulate some prospective guidelines in their further investigations.

Keywords: digital society, education challenges, Bologna system, post-graduate students, foreign language, video materials, multimedia technologies

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Integrative Approach to the Formation of Linguoculturological Competence of Students in the Framework of the Elective Course

Abstract. The article considers the issue of an integrative approach to the formation of linguoculturological competence of students in the framework of the elective course. To solve the linguistic and cultural problems and the formation of the students linguistic personality in the process of teaching a foreign language, it was proposed to form the following necessary parameters of linguocultural competence: linguoculturological knowledge, skills, personal qualities of students.

Elective courses allow us to talk about an integrative approach as a means of constructing individual educational programs and a mechanism for updating and individualizing the learning process and self-learning.

The most important linguodidactic functions of elective courses: to act as a complement to the content of the profile course; to develop the content of one of the basic courses, the study of which is carried out at the minimum general educational level; satisfy the cognitive interests of individual students who go beyond their chosen profile, taking into account their individual needs. In the methodological system of the elective course, it is fundamental to determine the results of its study, develop the final diagnostic tools and the availability of appropriate measuring tools on each didactic training cycle.

Despite the diversity of topics and the development of cognitive interest, there is a tendency to turn elective courses into extra hours to prepare for exams. The reduction of elective courses to the solution of test tasks does not contribute to develop of logical thinking skills, to distinguish the main from the secondary, to find several answers to one question. On the contrary, there is a loss of those qualities for which they were introduced into the educational process (creativity, profile, motivation for an increased level of activity).

In order for elective courses in a foreign language to become a developing and driving component of the educational process, it is necessary to implement the principles of a personality-oriented approach, the absolute value of which is the person himself. In the process of mastering elective courses, students get acquainted with the algorithms for the correct speech behavior in situations, including the everyday plan, the methods of their use.

Keywords: elective course, integrative approach, linguocultural competence

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Distance Education for People of the Third Age

Abstract. The article raises the question of the need for a systematic study of the phenomenon of continuing education in relation to people of the third age. The source of the proposed conclusions was the analysis of the subjects of dissertation research carried out since the beginning of this century, in the title of which there is a concept of "continuing education"; information sites of research institutions dealing with continuing education, conversations with colleagues from the age cohort of 65-80 years, reflection on their own experience of self-education. The author draws attention to the fact that in the works devoted to education in the third age, attention is focused on the social, organizational aspects of teaching older people. There is no serious pedagogical analysis of education at the end of life as a consequence of the previous individual educational route traversed by a person, the cognitive activity of an aging person is not considered by modern pedagogy as an intrinsic phenomenon. There is a discrepancy between the existence of a diverse practical experience of teaching older people and the lack of a methodology for interdisciplinary research of the aging person as a subject of continuous education. The article formulates a number of promising ideas for the study and subsequent training in the design of (self)education in the third age. In particular, the idea of identifying positive cognitive potentials of older people in the context of the phenomenon of positive aging. The author emphasizes that aging is variable, and the ways of continuing education at this age should correspond to the property of variability and the limited possibility of predicting its effect. For the full-fledged education of people of the third age, specially designed training programs are necessary, taking into account the diversity of educational motivation of students, their gender and cultural characteristics, previous life and educational experience. It is necessary to rethink the role of the head (teacher), who is able to put the listener of any age in an active position of an independent "solver" of problems. The article formulates a number of questions about the educational needs and interests of older people to be studied.

Keywords: distance education, third age, foreign language, methodology, modern technologies

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The Integrative Approach in English Teaching on the Base of Drama in the Multiprofile TV Studio

Abstract. Comprehensive student training is an urgent problem at the present stage of society's development. It consists of successive phases of qualification growth and provides for a multivariate result, the development and formation of a morally mature personality, capable of actively participating in social life. The principal element in such training is humanitarian, which allows forming a free character with independent creative thinking and the ability to continuous

self-improvement. Integration is one of the promising methodological directions of the new education.

The process of teaching a foreign language at a university has unique requirements. Their practical implementation is possible in the context of the interconnectedness of teaching all types of speech activity, the active inclusion of humanitarian, regional, and cultural aspects in the content of the training.

The scientific problem of this work is that learning English causes difficulties for students. To improve the results and at the same time to interest students to learn foreign languages, we have developed a textbook to help teachers to the leading book. This manual offers to introduce elements of theater and television in the classroom. This paper presents a method for two months for students of the first year of the Institute of Foreign Languages at RUDN University.

Thanks to this technique, students get acquainted with the great works of English literature — the paper presents "Canterville Ghost" and "The Picture of Dorian Gray" by Oscar Wilde. Elements of drama are closely intertwined with the study of vocabulary and grammar, and thanks to work with the video, communication, visualization, and speaking skills are honed. The students acquire a language in the conditions of the multi-functional TV studio.

The goal of this technique is not to completely change the approach to learning, but to interest students, help them cope with psychological difficulties and engage in a social environment. We know that a first-year student often manifests these problems due to the change of the usual course of things, such as school.

Teachers from the regions of the Far East began to use this tutorial to work with students. Videos that were created by students in the course of the work will now be included in the educational and methodical complex for Junior courses.

Keywords: English teaching, drama, multiprofile TV studio, integrative approach, integration

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Network Pedagogical Communication as a Means of Enhancing Future Teachers' Relevant Professional

Abstract. The paper considers the problem of the formation of professional and personal qualities of a future teacher using information technology. The emphasis is on the use of various online pedagogical communities to improve the methodological competence of the future teacher. However, the authors say that the main problem is that in conditions of an excess of information, professional selective value is important in the process of finding the information necessary for work. The article shows that network pedagogical interaction becomes part of the implementation of a high-quality educational process. Using the Internet allows teachers of different educational institutions to exchange information online, regardless of time and distance, as well as use high-quality educational and methodical online development of the world's leading scientific schools. This community includes information and educational resources necessary for the teacher to implement professional activities: media library, links to resources of domestic and foreign experience (development of lessons and assignments on topics, projects, extracurricular events). The communication unit of the online pedagogical community gives teachers the opportunity to communicate in various forums, chats and blogs. A large selection of master classes is held in various fields: a master class on creating lessons, assignments, tests; master class on the use of Internet technologies in teaching a foreign language; international master-class on the exchange of experience.

Various types and forms of network pedagogical interaction are presented, namely: web communication, foreign continuing education courses, the British Council network resource, which presents various projects and scientific communities on the most modern topics;

International professional associations of educators, webinars such as online lectures, classes or briefings, where participants receive information on a given topic; distance contests of professional mastery, which the authors consider as a stage of improving the professional skills of the teacher. Researchers argue that network interaction is possible only under a number of conditions: 1) the availability of qualified teachers who are able to use computer equipment and modern applied software; 2) the presence of joint activities of Network participants in the common information space. It is concluded that the network interaction of teachers is a long process, which consists of many components that affect the professional activity of a teacher. Professional web communication acts as a teacher's self-realization, which in turn leads to self-improvement and the ability to "keep up to date." Network communication of teachers is a broad concept that includes all aspects that relate to various forms of teachers' self-development through the network "Internet": exchange of experience on various information platforms; creating a new product; demonstration of own developments and materials; participation in professional competitions.

Keywords: Network pedagogical interaction, professional and methodological training of a foreign language teacher, Internet resource

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The Latin Language is a Source of Academic Terminology in Education

Abstract. This article is devoted to the academic terms derived from the Latin language. All the academic terms analyzed in this article are taken from the Academic Policy of Al-Farabi Kazakh National University approved at the meeting of Scientific and Methodological Council of Al-Farabi Kazakh National University on December 26, 2013, Protocol No.3 (as amended on August 29, 2014, Protocol No.1). The aim of this article is to analyze the academic terms of Latin origin. Consequently, the objectives of the article are to define the role of the Latin language in the formation of academic terms; to provide basic information about academic terms at universities; to find the definitions of academic terms derived from the Latin language in etymological dictionaries; to give the present definitions of academic terms in lexicographic works and Academic Policy of Al-Farabi Kazakh National University. To analyze the academic terms in this article such dictionaries as Oxford Advanced Learner's Dictionary of Current English, Macmillan English Dictionary for Advanced Learners, The Concise Dictionary of English Etymology (The pioneering work on the roots and origins of the language), The Concise Oxford Dictionary of Current English, The Oxford Dictionary of English Etymology were used. The whole number of analyzed academic terms in this article is 51. All the academic terms are given in the table with the etymology of academic terms of Latin origin and the definitions of academic terms given in the Academic Policy of Al-Farabi Kazakh National University and contemporary dictionaries. To achieve the aim and objectives set in this article such methods as selection, systematization, collection, analysis, and descriptive method were used. The theoretical base of this paper is the scientific works of Juan C. Sager, Alain Rey, M. Teresa Cabré, Zsuzsa Hoffmann, etc. and an introduction and bibliographical guide about Medieval Latin edited by Mantello F.A.C. and Rigg A.G. The academic terminology that entered the education system of the Republic of Kazakhstan as a result of Bologna process is mainly from the English language. However, the research conducted with the help of etymological dictionaries showed that there are many academic terms derived from the Latin language.

Keywords: academic terminology, Latin, etymology, origin

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The Specifics of the British and American Higher Education Terminological Units Functioning

Abstract. Nowadays two opposite tendencies are typical of education – unification of terminology and preservation of terminological units with the cultural component of meaning. Since English remains one of the crucial means of cross-cultural communication in general and in the education field in particular, it is of great importance to study the specifics of usage of the English language terminological units in the given realm within the context of the tendencies mentioned. The paper studies the functioning peculiarities of terminological units included in the British and American higher education terminological systems. Special focus is given to the theory of the cultural component of meaning detected in the course of the lexical-semantic analysis of the humanities terminological units is developed in the present paper. The theory is extrapolated to the British and American higher education terminology. The author analyses terminological units with the cultural component of meaning identified by means of territorial markers in terminography or containing the references to the British and American higher education systems in their definitions. The given paper draws on the findings made in the course of analysis of the corpus containing approximately 3000 terminological units belonging to the British and US higher education terminological systems. In line with the classification of terminological units with the cultural component of meaning according to the lexical-semantic criterion, the author gives examples of variance and uniqueness of terminological units by the material of various local higher education terminological systems. In conclusion the author determines the peculiarities of functioning of the British and American higher education terms. The functioning similarities and differences between the British and American higher education terminological systems are considered. The author determines four levels (from the level of a particular university terminological system to the level of a national terminological system) of the British higher education terminological units functioning and two levels of the US higher education terminological units functioning. It is demonstrated that terminological units with the cultural component of meaning are more typical of the British higher education terminological systems (25% out of 1500 terminological units analysed) than of the US higher terminological systems (16% out of 1500 terminological units analysed). The findings made in the given paper contribute to developing cross-cultural communication competence.

Keywords: terms with the cultural component of meaning; higher education terminological system; levels of term functioning; terminological variance; unique terms

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Principle of Active Communicativeness in Teaching Foreigners the Russian Language

Abstracts. In the modern teaching methodology, the concept of communicativeness appeared as applied to the practice of studying the Russian language by foreigners. Besides, communicativeness supposes the use of the language being studied from the very initial stages of training in natural interaction purposes and functions or as close as possible to them. Teaching foreigners the Russian language, even in the absence of a Russian language environment, is understood as teaching speech, communication and expression of thought.

In the practice of teaching a second language, the educational principle of active communicativeness has developed and it is aimed at establishing direct associative connections, inclusion of students in that “linguistic picture of the world” that is characteristic of native speakers of the studied language, the possible elimination of “mediations” with the native

language, and the search for “curtailment” of interlingua code transitions in students' internal speech.

It is emphasized in the works of modern psychologists that positive results in learning can be achieved only when the students have an internal urge to learn, clarity in understanding the common goals of learning. The stronger the motive, the greater the need for speech activity it evokes. The student's activity and his or her ability to creative actions will depend on the strength of motives.

In recent years, there has appeared willingness for a deep study of the goals and motives of learning, which, in turn, has given a fundamental turn to didactics to the personality of the student, the level of his or her claims.

The process of mastering the language should be the understanding of living foreign language reality. It requires that language forms and structures be studied in the situations in which they are naturally used by those for whom the language is native. To understand the language an extra linguistic element is required, awareness of the real situation with which this statement relates (Mitrofanova O.D., 1985: 89).

As the **main conclusions**, the following propositions were put forward:

1. One of the pedagogical conditions conducive to the effective formation of the communicative competence of students is the “organization of the process of forming the communicative competence of students” (Vatyutnev M.N., 1988: 37).

2. The second language acquisition is complicated by the fact that in the process of its use the character of reflection of social relations and the expression of categorical features, characteristics of the nomination change.

3. The communicative methodology must be based in a balanced manner on all communications without the help of the mother tongue.

Keywords: innovative technologies, traditional teaching methods, readers' culture, educational technologies, teaching technologies

SESSION 3

CROSS-CULTURAL COMPONENT OF THE LINGUISTIC PERSONALITY IN UNDERSTANDING THE SOCIO-CULTURAL REALITY

(15.11.2019, 14:30 – 16:00, Continuation 16:30 – 18:00
aud. 559, Bldg. № 4, Institute of Foreign Languages, RUDN University,
Miklukho-Maklaya str., 9)

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Spanglish as a Form of Language Personality Manifestation in the Modern Socio-Cultural Space of the USA

Abstract. The paper summarizes the diversity of opinions on the discursive practice called Spanglish, a term that includes a set of dialect, sociolinguistic and stylistic modalities of Spanish and is usually identified with the United States.

Spanglish is analyzed in the framework of the modern research paradigm as a form of the *language personality* manifestation reflecting both the mentality and communication mode in a particular social and political situation. A *language personality* can be seen as a certain combination of linguistic forms and categories depending on psychic, social and historical factors.

Various approaches and concepts reflect the multifaceted nature of the phenomenon considered to be an automatically generated language with weakened semantic interpretation of sentences; expressive syncretic variety of discourse performing symbolic and connotative functions; positive affectiveness resource; both as a symbol of American nationalism and the Latin emotional identity manifestation forming the dual rational-emotional unity.

Recent studies emphasize the rootedness of Spanglish as an informal form of communication: Hispanic users not only keep in their mentality this solution pattern for the problems they encounter daily, but also apply it to new communicative situations.

The concept of “*language personality*” allows to examine Spanglish in relation to its two types: with incompleting communicative competence in English (*incompetent code-changing*) and with completed communicative competence in English (*competent code-changing*). Moreover, the phenomenon is closely related to the pragmatic intentions of the speaker as an act of personal manifestation, performing in each case a heuristic / fatal / expressive / regulatory function.

In conditions of *incompetent code-changing*, Spanglish is an automatic mechanism arbitrarily / involuntarily used to solve communication problems in order to avoid misunderstanding. In a situation of *competent code-changing*, Spanglish is seen as an act of creative intelligence that has successfully overcome communication problems and expresses its creativity in the form of a special discursive practice. The *language personality* of the second type consciously chooses this discursive strategy focusing on the communicative situation (informal communication, professional communication, public speaking) and its illocutionary intention (the act of linguistic creativity, the emotional state reflection, the formation of trust and brotherhood relationships, the demonstration of identity, the fastest way of transmitting information).

Keywords: Spanglish, discursive practice, language personality, Hispanic emotional identity, code-switching, code-changing, Spanish in the USA

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Trasianka and Surzhik as Phenomena of Cross-Lingual Interference

Abstract. Cross-lingual interference in the East Slavic spatiality is a little-studied process characterized by contradictory scientific reflection and has a significant impact on speech identity, in particular, in Belarus and Ukraine. The Russian language is dominant in speech practice here. This situation gives rise to an active and influential process, the attributes of which are «trasianka» and «surzhik», respectively. The common constitutive matrix in this regard is the culturelectal variability of the involved languages.

The issues of cross-lingual identity of mixed speech with Russian and Belarusian elements are relevant not only in the context of bilingualism in Belarus, for example, where Belarusian and Russian are official languages. This problem has a much wider linguistic significance concerning the variability and globalization of all modern language practice in the context of the increasing dominance of computer-mediated communication.

There is no special «trasianka-writing» and there is no corresponding lexical and grammatical base known, in particular, to the personae speaking trasianka. It is unlikely that sporadic erroneous usage should be automatically associated with trasianka (or surzhik). For instance, trasianka has authentic linguistic features expressed phonetically, lexically, grammatically or stylistically. However, all of them would be inherent in either Russian or Belarusian. This proves that trasianka as well as surzhik are not the embodiments of a certain new language, possessing a special authenticity or identity, but are definitely the forms of speech characterized by signs of both «creole» and «pidgin», in particular. Trasianka is a special type of language production, stable speech stereotype, reflecting the mutual systemic interference of the Russian and Belarusian languages. In the same way, surzhik reflects the mutual systemic interference of the Russian and Ukrainian languages.

In this description, the significance of cross-lingual interference in the East Slavic spatiality was verified as a permanent and complicated process. Objective and subjective criteria of relevant scientific reflection on the background and by means of discursive paradigm were discussed. The proposed conception can be the basis for a subsequent more detailed analysis.

Keywords: discourse, cross-lingual interference, East Slavic spatiality, trasianka, surzhik

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Interaction of Cultures in the Sleng of Modern German Youth

Abstract. The object of consideration in the paper is an actively studied language phenomenon, called Kiezdeutsch – imitation of the wrong language of migrants. Today scientists are discussing various aspects of Kiezdeutsch: the reasons for its appearance, its status and features. Media shows contribute to its further development into a kind of secondary and further into a tertiary version of the language, which is no longer used by migrants and fashionable media figures, but simply by German teenagers.

The birthplace of Kiezdeutsch are Kiezes, the quarters of large cities where migrants of several generations are concentrated – from the first migrant workers from Turkey to their grandchildren and great-grandchildren who were already born in Germany, as well as new-wave migrants with Arab and Slavic origin. The language of communication in the Kiez was originally a German-Turkish hybrid, a certain Turkish slang. Currently, Kiezdeutsch has gone beyond the migrant quarters and has turned into a new version of urban slang – schoolchildren, students, not only ethnic Turks, but also native German speakers are now willing to practice imitating a foreign accent and distorting the structure of the German sentence and the grammatical forms of its

components, creating in this way some ethnolectic variation of the German language, possessing a certain subcultural prestige.

The new slang has specific features at all levels of the linguistic system, due to the interaction and interpenetration of coexisting cultures, nations and languages in Germany. Under the influence of the language of ethnic micro- and macro-formations, the German literary language, according to researchers, is actively “drifting” to an unreliable and unflagging morphological system, becoming dependent on the context. Such development is also predetermined by the influence of the English language, new forms of virtual communication (twitter, facebook, etc.). The ethnic affiliation of the Kiezdeutsch, fundamentally important at the first stage of the formation of the phenomenon, has faded into the background today, becoming only the source and thematic background of slang making.

Keywords: Kiezdeutsch, slang, language of migrants

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Speech Behavior of Russian and American Young People of Different Subcultures: Pragmalinguistic Aspect

Abstract. Stereotyped and individual speech behaviour of Russian and American young people was examined with the help of Pragmalinguistic comparative analysis, taking into account national-cultural specificity of the addressers (Russian-speaking and English-speaking young people of different subcultures).

The purpose of the article is to identify the national specifics of the speech behavior of Russian and American youth according to the speech strategy “Participation / non-participation of communicants in a speech event”.

The tasks:

- to identify some individual and personal qualities of the youth;
- to diagnose stereotyped speech behavior of youth groups of different subcultures;
- to analyze speech specifics of the authors by their nationality.

The texts of the representatives of the now-known subcultures were studied. Interviews were selected, because in this case each representative speech had not been prepared, which ensured the purity of the experiment. Then, each interview was divided into small syntactic groups, after which the texts were analyzed and the results were recorded in tables. Next, calculations of updating planes frequency, comparison and interpreting speech portraits of the authors were made. At the end, we compared all the representatives according to their subculture and nationality, after which the results were summed up.

For the purity of the research results, some requirements had been established for representatives of subcultures, namely, all authors belong to the same subculture (hip-hop, rap, rock, blogging, e-gaming). All addressers are men who are between 21-30 years old. The languages of their interviews are Russian or American English. All interviews were taken between 2016 and 2019.

The texts were analyzed in accordance with the implicit speech strategy “Participation / non-participation of communicants in a speech event”. It is actualized in one of three planes: personal, social or objective.

The study showed that the average speech-genre indicator of young people of different subcultures from different countries as a percentage practically coincides with a small difference in personal, social and subject planes, and, what is also important, a stereotypical tendency toward the prevalence of a personal plane in speech among all representatives remains, which is inherent all youth, regardless of a language and subculture.

Keywords: Pragmalinguistics, implicit speech strategy, addresser, hip-hopper, rapper, blogger, gamer or e-sportsman

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Linguistic National Image as a Factor in the Effectiveness the Communicative act in Intercultural Communication

Abstract. The article considers the role of the linguistic national image as one of the fundamental conditions for ensuring the effectiveness of intercultural communication. The linguistic national image is understood as conceptualization, a special vision of the surrounding world, which is formed on the basis of individual, psychological, national, cultural values of a person. The linguistic image of the subject's world in the real world is represented through various linguistic facts. The article emphasizes that the commonality of the national worldview of the participants in the communicative act helps to establish mutual understanding in the international communication. And the dissimilarity of the linguistic national image is cause of disagreement and conflict. As one of the basic of effective intercultural communication, the observance of the rule of community is proposed, in which we must strive to spread the values, institutions and practices common to all peoples.

As the object of the researching, some linguistic units of the Kazakh language are considered, related to the subject concept and reflecting the linguistic national image of the Kazakhs world. When selecting language material, the continuous sampling method was used, since not only language units were considered, but also the conditions for their functioning. The method of etymological analysis was also used. It is summarized that knowledge of the linguistic national image contributes to the establishment of effective intercultural communication.

Keywords: intercultural communication, communicative act, linguistic national image, categorization, conceptualization

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Intercultural Communication in Terms of Modern Legal Linguistics: Category of Offensiveness

Abstract. The problem of intercultural communication includes a wide range of issues that have always attracted attention of linguists. Their line of research is mainly concentrates on remedying intercultural lacuna challenges: diversity in culture codes, mentality and language systems. However, there is also another significant linguistic area that calls for detailed examination, namely legal risks that might arise during intercultural verbal interaction. In that regard, linguistic research requires comparative analysis of the phenomenon and the key characteristics of the applicable legal framework of expressing oneself within the national markedness of communicative discourse.

The present study attempts to identify universal and nationally marked features of acceptability of language (using offensive phrases as an example) as defined by the Belarusian, British, German and Russian legislations. This study uses various methods of research (inductive analysis and generalization) as well methods verified by forensic linguistics (parameterization).

Examination of legal definitions of profanity in Belarus, England, Germany and Russia has revealed that they both vary within their national judicial systems and have their unique parameters. The parameter that all studied legal discourses share is the attributiveness that defines that the analyzed speech act contains words with negative connotation addressed at the interlocutor. The Belarusian and German legislations have the parameter of deliberateness, which

often either fails to be defined by the methods of forensic linguistics or is replaced by the definition of the factual content used in the Belarusian and Russian legislations. Offensiveness of a statement can also be determined by the presence of taboo words or phrases which include different tokens (they usually bear stylistic marks in dictionary entries). Another parameter that can be defined as nationally marked is the parameter of situationality which includes such extralinguistic features of communication as manner of interacting, voice volume, tone, emotional intensity, institutional component, etc.

Moreover, the study offers a brief overview of a number of issues dealing with the problems of description of offensive words and phrases that a statement is offensive and techniques of applying specific methods to identify intended offensive meaning.

Keywords: intercultural communication, legal linguistics, forensic linguistics, offensiveness

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Linguistic Expression of Sociocultural Reality in a Poetic Text

Abstract. A discursive study of poetic texts is a study not only of the language of poetic works, but also of a wide historical, ethnic, social, author's context and worldview values.

Consider the mechanism of the emergence of new, additional meanings in poetic texts, "taken in the event aspect:

1. *All Russia, / where so much was executed, - / at the Forefront of the casino. / Like patches on portoks / around stalls, / stalls, / stalls. / What is behind? / Kings, / kings, / the best in the world / barbed wire, / executioners, / Saltychikha, / informers, / informers, / political bureaucrats, / almost similar to outright, / leaders ... Is this really ahead?* (Evtushenko).

In a few lines, the poet covered almost the entire history of Russia.

The *Frontal place* is located on Red Square in Moscow; it was used during religious processions and for the public announcement of tsar's decrees. But too many executions were committed both at the Frontal place and around it, so in Russia a stereotype was formed about using this place as a scaffold.

Saltychikha - Darya Nikolaevna Saltykova, nicknamed Saltychikha and "People" - a Russian landowner, who went down in history as a sophisticated sadist and serial killer of several dozen serfs subject to her.

The poet also touches on the time of the Stalinist repressions. And then, after Stalin, the USSR has always had the best in the world / barbed wire. The wire was not only literally, but also figuratively: the KGB prosecution, dismissal from work, expulsion from the Komsomol and the party, aggressive psychiatry.

We will find out the time of stagnation, the time of political bureaucratic, similar to almost vernacular, leaders. With a few words, the image of a specific time grows up.

And now, in the dashing 90s: like patches on the shirts, around the stalls, stalls, stalls. The lines are bitter, but honest, with pain for their country.

Thus, the poetic text artistically reproduces the sociocultural realities of life of a certain ethnic community, its moral values, history, culture, types of behavior and perception of life.

Keywords: poetic text, discourse, society

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On some Aspects of Speech Manipulation through Intercultural Perspective

Abstract. The article is devoted to the study of the problem of verbal manipulative influence that impedes effective interaction in the framework of the theory of intercultural communication.

Recently, as a result of more and more intensively developing migration, trade, and economic contacts between Russia and the West, this problem has become extremely acute, which makes the proposed topic relevant. Manipulation is considered as an effect on the addressee bypassing his cognitive sphere of consciousness, as an attempt to deceive critical reasoning. The article attempts to review the scientific literature on the main strategies and tactics of speech manipulation. The following strategies are singled out as basic ones: a downgrade strategy, a promotion strategy, a strategy of veiling, mystification, depersonalization, and also an information-interpretation strategy. These strategies can be implemented in speech by the following tactics: tactics of negative assessment, repetition of information, imaginary courtesy, tactics of distorting information and selective presentation of material, tactics of implicit accusation and tactics of an illogical argument.

The identification of linguistic methods of implementing manipulative tactics leads to the conclusion that manipulative influence does not focus on a narrow circle of certain linguistic means. With a special organization and presentation of textual material, almost any speech mechanism can serve the manipulative goal of the addressee, in particular it is lexical, morphological, syntactic, textual, as well as contextual means. Considering the technique of manipulation basing on a Russian-speaking language personality as a material, we analyzed the language tools of the novel by A. Ivanov, "The Geographer Drank the Globe away". During the study, the following tactics and methods for their language implementation were identified:

- tactic of negative impact is created with lexical means of hyperbole, allusion, hidden comparison;
- tactic of implicit accusation is expressed through a two-component model with the subjunctive mood;
- tactic of imaginary courtesy includes syntactic and grammatical means;
- the tactic of an illogical argument is implemented by various contextual means. We have also proved and illustrated that the degree of manipulative influence affects the confidence of relations between communicants.

Key words: intercultural communication, speech manipulation, language means

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Pragmatics and Comparative Analysis of Verbal Greeting in Hispanic World

Abstract. The article addresses greetings as one of the most interactional routines in Spanish language and looks at the changes in greetings because of continental differences between Iberian Spanish and Latin American Spanish. It brings awareness in difficulties of taking turns during conversation, maintain a topic of conversation appropriately and respond contingently. At the same time it is important to pay special attention to the needs of paradigmatic relationship in non-verbal communication as the process of meaning conveying words through facial expressions, gestures, para-linguistic. This is a part of communicative competence that involves being able to use language in interpersonal relationships, taking in account such complexities as social distance and indirectness. This article addresses one of the main problems faced by Russian-speaking students who study Spanish language as a second (L2) or third foreign language (L3), that is the use of interactional units in greetings. These units are characterized by their fixation within the sentence depending on the communicative situation and not on the semantics. Many of these units are also characterized by their regional frequency of use, since they usually appear from the first stage in the acquisition of a language. However, its translation into other language can pose several problems because they do not share the same linguistic uses. These units, endowed with a certain pragmatic function, present divergences according to the preponderant role they play in a given context, which highlights the difficulty of their interpretation and translation to another linguistic

code of a different nature. Pragmatic and lexical differences among Spanish dialects in Peninsular Spanish and Latin American are numerous due to slang, and dialect mixing resulting from demographic displacements. The present paper attempts to explore how listeners perceptually categorize different Hispanic dialects in form of greetings. Dialects of geographic varieties must be taken into account when dealing with all aspects of teaching and learning Spanish language.

Keywords: language acquisition, communicative situation, pragmatic, speech act

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Training on the Interaction of Cultures

Abstract. There is no doubt that the mankind develops in the direction of the expansion of interrelations between different countries, nations and their cultures. This tendency manifests itself in the growth of international cultural exchanges and contacts in various spheres (politics, education, religion, etc.). In the context of an effective intercultural communication the issue of cultural uniqueness and cultural differences becomes quite topical. It is important to determine cultural peculiarities of different nations in order to understand each other and to achieve mutual understanding.

Launching intercultural projects can help students explore peculiarities of different cultures. It should be noted that to a certain extent an effective intercultural communication can be taught through a special training (discussions, exercises, projects, etc.). One of the examples of such projects can be a project “Exploring different cultural values, attitudes and stereotypes”.

The project comprises the following steps:

1. Students select the way of communication (e-mail, social networks, etc.).
2. Students select the topic for discussion (e.g., stereotypes, the norms of social behavior, family relations, education etc.).
3. Students keep a diary (information about the process of an intercultural interaction, their thoughts, feelings and observations).
4. Students submit a detailed report, get feedback from their advisor and other participants of the project.
5. Students write, submit an abstract, take part in a conference and publish a paper.

Intercultural training through the above mentioned project leads to the understanding that no culture exists in isolation. Nevertheless, many nations tend to preserve their own cultural values and may demonstrate resistance to current cultural changes in their countries, which may range from passive aversion to active resistance to the expansion of foreign cultural values. Intercultural misunderstanding is obviously connected with the difference in world views and attitudes, with an inadequate use of native cultural values as a sample to judge foreign cultural values. An effective intercultural communication, understanding and acceptance of other cultures (i.e. tolerance) are results of a purposeful work therefore must be thoroughly taught with the help of various communication means, e.g., the Internet (an international project “Exploring different cultural values, attitudes and stereotypes”), communicative exercises, etc.

Keywords: intercultural communication, intercultural training, intercultural communication project, stereotypes

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The Incredible Influence of Personalities on KIWI English

Abstract. The linguistic space has always been very closely connected with the culture and public figures. Usually, the people of such a sphere in one way or another set the direction of linguistic development, introducing new trends through the personal influence on society. In recent decades, the cultural reflection in the language seems to be undergoing tremendous changes in connection with the emergence of the global Internet, which has significantly strengthened and accelerated the individual influence on the masses' language and the general linguistic culture. Therefore, this topic can be considered particularly relevant, regarding the most distant region of the English language variant usage and the emergence of a non-standard language mixture. This survey is devoted to the analysis of the personalities' influence from the music industry on significant changes in the linguistic space in New Zealand. The base language for this study is the New Zealand English (NZE) or the Kiwi English (KE) - the predominant and the official language of this country.

The study scrutinizes the linguistic pressure of Maori, Australian, Irish, Chinese, British and American languages on Kiwi English, implanted by the musical culture of popular singers, such as Stan Walker (the Maori and Australian linguistic influence), Nil Finn (the Irish and British impact), Bic Runga (the Chinese and Maori influence), Maisey Rika (the Maori impact) and Anika Moa (the Maori and American influence). Lexical units, special intonations and pronunciation introduced into circulation by these personalities are actively cultivated, quickly popularized in the modern society of New Zealand, creating new linguocultural reality. The song text itself has also become the focus of this research being a "mirror" of all the transformations in the society and its language.

Also, this study includes the results of the online research on the base of the Victoria University of Wellington and the University of Auckland in New Zealand, revealing that the young generation is shaped by the positive and negative flow of linguistic information. It has proved the existence of the significant impact of musical celebrities on the linguistic space in New Zealand.

Keywords: Circulation, linguistic space, linguocultural reality, lexical units

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Symbolic Values of Animals in Russian and Chinese Phraseology

Abstract. The language of any ethnic group contains stable figurative locutions with a holistic meaning. The phraseological structure is the treasury of each word. Over the years, the fixed phrase becomes a typical unit. This study aims to compare phraseological units containing symbolic meanings of animals in Chinese and Russian languages and identify their connotations.

The zoonyms with national-cultural connotations were distinguished against the background of Russian and Chinese phraseology based on a linguistic and regional approach. People often use zoonyms in their speech as part of phraseological turns because the direct meanings of these lexical units have plentiful opportunities for the development of connotations. Zoonyms are associated with many ideas about the traits of a human character that are inherent in animals initially.

Russian and Chinese phraseological phrases have similar features. Standard features include 1. Complex structure. 2. Invariable form. 3. The essence of the statement is metaphorical.

The distinctive features are the following: 1. Russian phraseological units are not strictly limited, sometimes as a spoken language. 2. Chinese phraseological units usually consist of four hieroglyphs and do not include proverbs, sayings, and aphorisms.

For example, the lexical unit "bear." Bear is a positive image in the Russian nation. The Russians like the clumsy appearance and honest character of the bear: "The owner is in the house, that the bear is in the forest," "The bear does not wash, but lives healthy." In China, the most important symbolic meaning of bears is clumsy and stupid.

(Idiom) "鱼和熊掌不可兼得," literal translation: a fish and a bear's paw cannot have both. This metaphor means that people can't be too greedy.

The allegorical saying "黑瞎子叫门-熊到家了" (a black blind man (the name of the bear in the northeastern dialect of China) is used to indicate cowardice).

In Russian and Chinese, there are many phraseological units with animal names. However, they differ significantly from each other in terms of meaning. It reflects the difference in the cultural code of peoples that developed due to various environmental conditions, culture, and traditions.

Keyword: Chinese, Russian, comparative analysis, classification, phraseology

SESSION 4

DIGITAL TECHNOLOGIES IN TEACHING / LEARNING FRENCH AS A FOREIGN LANGUAGE: FROM THEORY TO PRACTICE (Francophone Presentations)

(15.11.2019, 14:30 – 16:00, Continuation 16:30 – 18:00)

aud. 561, Bldg. № 4, Institute of Foreign Languages, RUDN University,
Miklukho-Maklaya str., 9)

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What does the research on technology and language learning tell us?

Abstract. The breathtaking evolution of digital technology has marked all aspects of our lives: economic, social, and cultural. From youngsters to adults to oldsters, we are all infatuated with technology, and teachers need to get on board. The almost universal accessibility of digital devices and the immense popularity of social networking sites have paved the way to new learning modes. Why should language learning be excepted? French language learning could certainly benefit from some technological assistance. In 2019, we cannot afford to turn a deaf ear to the immense digital transformation that has opened new avenues for language learning. Despite certain challenges in the classroom use of digital tools, they enable more learning, better learning, and different ways of learning. More broadly, they build 21st century skills and motivation to learn.

Nevertheless, a digital approach to French language teaching is not a magic potion. Recent studies show that despite the enormous cognitive potential of the new technologies, they are still tools, and they must be used thoughtfully and appropriately in order to derive the full educational value. Like all tools, the impact on learning depends primarily on how they are used in practice, by both teachers and learners.

When it comes to technology and the learning of French or any other language, it is more important than ever for teachers to act as guides as students navigate their learning path.

The main objective of this conference is to present and discuss the place of digital technology in French language teaching for the 21st century. Several concerns that have been raised about technology for learning will be addressed. What are the best pedagogical strategies for language learning? What are the most promising technology tools? Is the digital trend irreversible? Why (or why not)? What are the real benefits of using technology to teach French? What are the main foreseen challenges, and how can we cope with them? At the conclusion of the conference, we hope to put our heads together and come up with some useful pedagogical directions for technology and language learning.

Keywords: technology, learning, languages, French, teaching strategies, resources

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Hybrid Foreign Language Textbook: Experience and Prospects of Using

Abstract. The relevance of the article is determined by the changes in language education. It is about a new communicative digital space and political and social transformations in the modern world. As a result, a new learner has appeared: one who now lives in the new political context that allows the effaced borders and does not depend on administrative bottlenecks to move around our world; one who now lives in the new social context that allows a considerable increase in knowledge of general education; one who now lives in the new communicative context that makes communication available whenever and wherever the person is; one who lives in the new psychological context under the permanent pressing of the lack of time; one who lives halfway on the digital space which causes the change of his or her cognitive abilities. The author analyzes the demands of the new generation students in foreign languages acquisition and the principles of a building a modern foreign language textbook capable of meeting these needs. It seems the best moment to introduce the new "hybrid textbook" which combines in its content and structure the potential of educational digital space and the approaches of traditional didactics. This new learning tool should allow the teacher to build his course in real space as well as in digital space. It must also allow the student to leave the classroom and to build his or her language skills in the quasi authentic situation. We should not forget the competition between languages. So, the new "hybrid textbook" must make learning French as a foreign language more attractive and lucid. We should remember about determining good level of foreign language as well. This is an important subject because today the society needs citizens successful in professional life as well as in social life in the context in the 21st century life which is quite different from the context of the past centuries' life. In addition, we can no longer ignore the role of today's information technologies and communication in all areas of contemporary life in general and in language teaching in particular.

Keywords: foreign languages teaching with ICT integration, hybrid foreign language textbook, teaching / learning foreign languages

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The Use of ICT in Teaching French as a Second Language by University and School Teachers

Abstract. The study is aimed at comparing the particularities of digital technologies usage by different categories of teachers while French teaching. Data collection and online surveys allowed to obtain the statistics which then was analyzed and systematized. The answers were given by the university teachers specializing in the field of linguistic and non-linguistic education and also by school teachers. In total 130 people took part in the surveys. According to their results, school teachers pay more attention to pedagogical aspects of educational work on the Internet. This is connected with their pupils' involvement in the digital educational world. At the same time, the gap between university teachers and school teachers is enormous, in our opinion. Thus, one should always be attentive to the improvements in terms of students' digital culture on all levels and degrees of their education.

The teachers who work with pre-service teachers and their colleagues from other universities have a lot in common while using technologies in teaching French as a foreign language. According to the data, the first group has much higher percentage, especially, in creating their own manner of integrating ICT in the teaching process. Moreover, their usage of ICT in class is less dependent on the existed requirements of their institutions. As a result, they propose more initiatives for ICT implementation in French teaching and seem more open to experience exchanges with their students.

Keywords: information and communication technologies, teaching/learning foreign languages, French as a foreign language

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The Use of Modern French Reference and Information Resources in the Study of Museum Pedagogy

Abstract. Modern education cannot be imagined without information technology support. Information technology covers all its stages and spheres, from school to university.

Modern and popular scientific and pedagogical discipline - museum pedagogy actively uses the potential of electronic reference resources. One of the urgent problems of museum pedagogy is the analysis and use of foreign museum experience. For specialists in the field of museum pedagogy and museology it is very important to know the substantive foundations of the design and use of museum Internet resources.

As an example of work on the study of museum sites, we selected several sites of French museums of military historical orientation and analyzed them according to some criteria. These are "the Museum and Archaeological Park of Alesia", "the Maginot Line Museum" and "the Verdun Memorial Museum", "The Museum of Normandy" and "Museum Memoirs 39-45". Criteria for analysis and comparison: the purpose of creating the site, the problem of selecting material (content), interactivity and design, the presence of a school page.

Studying the contents of museum sites allows us to draw conclusions about their information content and usefulness to visitors. Comparison of sites makes it possible to identify their strengths and weaknesses. The advantages include a large amount of historical material, information for visitors, the presence of a school page, interactivity and design. Disadvantages - this is a template design (small text of the same type, lack of photos and videos), which will be one of the first repelling factors for visitors, as well as the lack of feedback. It is important to note that the museum's website must be constantly updated to provide visitors with relevant information.

So, working with sites of foreign museums can be useful in the study of museum pedagogy. Site analysis allows you to simultaneously study the French language and get acquainted with the experience of organizing museum work in France in order to use its advantages in domestic practice.

Keywords: museum pedagogy, museum sites, museum

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Microlearning: a Way to study Online

Abstract. The article examines the main concepts of microlearning, as one of the methods to improve the student's involvement in learning, its advantages and disadvantages. The aim of foreign languages teaching should be developing communication skills. The introduction of new information and communication tools are currently undergoing change. This study analyses the development potential of the learner via microlearning. The learner's development allows him to develop as a student.

The aim of this research is to analyse eLearning teaching methods using gadgets and online resources. The microlearning takes into account the clip mentality (clip culture in English) acting as a filter against being overloaded with too much information; the authors of the article want to find an optimal combination of tasks. How can the quality of activities be improved by increasing the flow of information? Will the profound technological transformation change the way teachers approach the way they teach?

The absence of the «context» is characteristic of the clip. Man does not analyse the previously collected information, which leads to the loss of semantic links between the phenomena that exist in the context. A person with a clip mentality perceives information in a fragmentary way, and is therefore not able to evaluate this information in relation to other information.

Our practical experience shows that there is a clear influence of the use of microlearning on learning activities. Translation sites, online translators offer the possibility to study the use of the word in context. The resources used in the classroom make it possible to listen to the pronunciation of the word in British English or American English (<http://woordhunt.ru/word/collocation>) or listen to the complete sentence with the necessary word (<http://context.reverso.net>). Microlearning can be used as a source of access to a new level of foreign language proficiency.

Keywords: mindset change, multitasking, microlearning

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Training Future Language Teachers to the Development of 21st Century Skills for Learners Using Digital

Abstract. The transition from the industrial era to the digital era has reshaped contemporary society and has questioned some of its values and benchmarks. We no longer imagine our lives without the achievements of this era – simplified unlimited real-time access to information and digital distractions, the ability to find new interests, discover new ideas, and share them with people, online communication, self-learning ease and others. The use of these assets modifies the interpersonal relations, the attitude towards the information, the perception of oneself and its importance for the society. All these changes have their impact on the different institutions of society and even those considered to be the most stable, such as the education system and the vocational education system. Under these conditions, these two systems, responsible for the preparation of the younger generations for the construction of new civilizations with advanced technologies and for existence in these societies, must remain at the forefront of social and technical innovations while ensuring respect for their humanist side. On the example of the training of modern language teachers the author aims to analyse the instruments that the professional-pedagogical teaching system should have in order to train teachers ready to respond to the challenges of the digital age, ready to participate in the innovation of the education system, ready to give their help to the children of the "figital" era (stage of the development of the digital era when the real and virtual coexist and combine). To remain competitive the education system must develop its IT- and technical performances while keeping its greatest asset - the real contact with the learner, that is to say, with the student who is at the centre of his concerns, the student whose future depends directly on its decisions. To do this, the system of vocational training of teachers must reanalyse its programs from this angle and, in case of need, change their content or introduce new programs.

Keywords: IT-technologies, 21st century skills, digital competence, teacher training, digital language teaching

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Russian-Language and French-Language Mass Online Courses by User – Teacher

Abstract. Over the last three years, the author has mastered successfully 10 online courses: 7 in French and 3 in Russian. Francophone courses were devoted to the main points of French language teaching including the using of digital technologies, ICT and improvement of French language competency. Online courses in Russian were devoted to the first aid in educational organization,

modern information and communication technologies in educational process, organization, creation and peculiarities of online courses design. The purpose of online courses was to improve skills and competencies and to receive a certificate at a convenient time and pace for the students. After the training, it was born an idea to compare Russian- and French-speaking courses based on the following points: the target audience, their structure, duration of courses, form and supply of material, forms of monitoring and evaluation, etc.

The results of comparative studies showed that the models and online courses consist of listening to the site, video conferencing, self-fulfillment of tasks and a convenient time frame, discussion of the studied material at the forum, passing the final exam and obtaining certificates.

However, there are a number of significant differences. Some of them are:

- Duration of the course. French online courses are designed for a longer period of study. Traditionally, one week is provided for the passage of one topic.

- The duration of a Russian-language video lecture varies from 20 to 60 minutes, in contrast to a 5-10 minute French-language lecture, which greatly complicates the perception and understanding of new material.

- Submission and presentation of material by the lecturer. The speeches of foreign lecturers are accompanied by interactive presentations that focus on the key points of the lecture. The lecturer, standing, without relying on the text, working with the camera (audience), gives a lecture, helping himself with facial expressions and motions, voice. By necessary, can work in tandem with another teacher to demonstrate one or another example. The text of the lecture and the presentation with basic information are attached in pdf format to the topic of the lesson. Russian-speaking teachers give a lecture, usually sitting in front of a computer. When submitting material, they often turn to the computer, and not to the audience. The voice is even, motions and facial expressions are quite restrained.

- In Russian online courses, there is no mutual evaluation of completed tasks.

- Control of material development. French online courses offer interactive, on-going monitoring of the development of the material after studying each topic. Final testing is carried out at the end of training. Some open Russian online courses are limited to final testing.

To conclude, when working on an online course, Russian-speaking teachers need to increase their digital and information competence, to present the material in a high-quality manner, taking into account all the features of working with video. Various specialists must participate in the design and creation of the material, and not just the lecturer and operator, so that the final product will be interesting to students in both form and content. A modern teacher needs to learn to work in front of the camera. Particular attention should be paid to the design of test materials focused on the effectiveness of training.

Keywords: e-learning systems teaching, comparative analysis, russian-language online courses, francophone online courses, specific aspects

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Development of Creative Writing Skills in English with the Use of Social NET VKontakte

Abstract. Nowadays the process of globalization and informatization have had a great impact not only on the content of language teaching but also on the choice of the educational methods, technologies and techniques. As a result, the use of social nets in languages teaching seems to be relevant in meeting today's students' needs. Social nets can be effectively used not only while chatting in English, exchanging information or materials, but also while teaching creative writing skills with the use of all didactic and technological potential of this instrument. Moreover, the focus on creative writing skills boosts the students' as well as teachers' interest and motivation to integration this technology into the teaching process. One of our hypotheses is that nowadays the functions of social nets can be easily applied in different-level groups due to their simplicity in usage and the fact that nowadays practically everyone uses them in their personal and business

aims. In the present research, step-by-step educational methodology helps students of B1+/B2 level (CEFR) to gain the needed aims in expressing and developing their creative potential and skills in writing. The author chose developing of writing skills since this is one of productive skills and provides students many advantages such as the necessary time to think over a topic, to reflect on it, to choose optimal media to illustrate visually the idea of the topic and so on. Moreover, it is possible to outline that the objectives prescribed in State Education Standards are also designed at developing student's creative potential on all levels of education. As far as the target audience of the experiment is concerned, they are students of High School of Television, Lomonosov Moscow State University. In this way, their creativity should be expressed in everything related to creative approach to everything connected with online and printed media, advertisement, writing a script to the video. Finally, the results of the preliminary and final surveys show the need in such kind of activity and students' productive works demonstrate their progress in creative writing skills.

Keywords: foreign language teaching, English teaching, creative writing, social nets

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Digital Technologies and Resources of the Hachette FLE Publishing House

Abstract. The positive role of digital technologies in the new conception of learning and teaching is confirmed by many studies.

The Publishing House HachetteFLE has launched a series of courses and supplementary resources accompanied by digital media and educational software. For the newest courses (Cosmopolite, Alter ego+, Adomania, Les Loustics) there are digital student's and teacher's manuals. The first is a card with the code to access the digital manual. It can be installed on the computer or tablet and provides a lot of freedom and ease in the use of the book. Other courses (Totem, Texto) have access code to the installation of the digital manual.

The digital teacher's manual is stored on a USB key. It brings together all the materials (Student's book, Activity book, CDs, DVDs, and Teacher's Book) and is easy to use. In particular, it can be used with the interactive whiteboard, which makes the learning process more dynamic and motivates the learners.

Another learning tool is the Parcours Digital. Once the account is created, this program gives access to interactive supplementary activities. It offers 1 to 8 self-correcting exercises in grammar, vocabulary, phonetics and communication for each lesson. It thus contributes in several ways to improving the acquisition of knowledge, the development of skills that are related to this knowledge. It also promotes collaboration between students and the teacher, facilitates the management and control of learners' progress, and facilitates communication between students and the teacher in the virtual classroom.

Another digital resource accompanying the Hachette FLE's courses is the videos published on the website TV5monde.fr. In particular, the episodes that are part of the Totem course are accompanied by self-correcting activities and designed to work independently for those who study French. While the videos that are part of the Adomania course addressed to teenagers are equipped with teacher's worksheets. These are developed by the course creators and represent ready-to-use activities in the classroom.

Keywords: educational software, interactive activities, digital manual

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Role Play and Dubbing: Interactive Methods

Abstract. The interactive methods in the foreign language teaching process such as role play and dubbing of a film that are very motivating, prepare for situations of real communication in a foreign language and become indispensable for perfecting a speech are considered. The examples of scenarios are given and the technology that integrates students into the world of translation and cinematography is analysed.

Role play is considered both a word, a game and an educational activity. The purpose of a role play in an educational activity is defined as the training and development of the student's speech and skills. Two main groups are studied: free role play and controlled role play.

The difference between a controlled role play and a free game is expressed in the presence of a speech model, a given algorithm of actions, a vocabulary given by the teacher. There are three stages of the role play: the preparation, the course of the game and the final. The most important step is the running of the game. The group is divided into two subgroups of three to four people, the subject of the role play is chosen, the roles are divided according to the needs taken into account and according to knowledge and personal qualities of students. The control and analysis of the game is the final step, which is performed at the end of the lesson or the following courses, depending on the complexity of the game.

Then, three modes of the dubbing technology of a film are considered: the subtitles, the vocal translation that can be: polyphonic, two-voice and monophonic, and the voice off.

Advantages of these technologies are cited and conclusions are drawn on various pedagogical technologies that can be used to teach a foreign language in a university. Non-traditional methods, such as role playing and dubbing, are found to be effective because mastery of the skills is present at all stages of language proficiency.

Keywords: role play, dubbing, educational technology, translation, foreign language

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Comment on the Expansion of the Specific Vocabulary needed for the Teaching of Business French

Abstract. In this article, we propose some learning paths that will enable readers to expand their vocabulary for teaching business French as a foreign language. Indeed, state-of-the-art communication techniques, digital sphere and scientific progress have led to the apparition of a whole new professional terminology used in business field consisting primarily of neologisms and anglicisms. In this study, we propose to categorize these new terms in order to decide on their integration in order of relevance and frequency of professional use in the program of teaching French as a foreign language. We will discuss some of the reasons for the adoption of this new terminology, especially anglicisms, in professional communication. In addition, we propose a preliminary study on the use of anglicisms by French-speaking businesses. Apart from quantitative results that show that anglicisms are nevertheless admitted by French-speaking professionals, which would trigger a larger study, this survey also allowed us to compile a list of neologisms and anglicisms that will serve us as a lexical basis for conducting larger-scale studies in the future. However, neologisms and anglicisms, despite their invasive character, face strong opposition of the French authorities who have implemented, at the legislative level, a whole set of devices of protection and promotion of equivalent French terms, among them, we will quote such authorities as the French Academy and the *Commission* for the *Enrichment* of the *French Language*. We will argue on the possibility that anglicisms in business French are related to the phenomenon of metalanguage, due to the fact that they carry universally accepted meanings and connotations,

regardless of the language of the context in which they are used. Nonetheless, despite the authorities' attempts to oppose their employment, neologisms and anglicisms are prime targets of research in the teaching of business French in order to prepare students for the real-life business environment, because in the age of communication technologies, Internet and social networks, French business vocabulary is constantly undergoing an evolution of its lexicon in a context of globalization and marketing. The said evolution inexorably supplies the language of business professionals with the new terms, namely neologisms and anglicisms.

Keywords: teaching foreign languages, French as a foreign language, anglicisms, neologisms, business French

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The Linguistic Landscape in Tunisia

Abstract. The present paper aims to consider the issue of diversity as “cultural richness” that takes into account the linguistic landscape in Tunisia. Our objective is not to define the status of our mother tongue, considered by purists as a dialect and by modernists as a language, nor to define that of French, believed to be a preferred foreign language as several linguistics and socio-linguistics studies have examined this subject. One can cite the studies of Salah Mejri et al. published in the journal «Synergies du Gerflint», published online on January 25th, 2010, in an issue dedicated to the linguistic landscape in Tunisia. Yet subsequent to the 2011 revolution, the issue became so pressing that politicians became involved to show that “the choice of a language is not neutral”. The transition from literal Arabic to dialectal Arabic (diglossia), or from the Tunisian dialect to French (bilingualism) can be interpreted as a sign of identity and/or openness. The present contribution aims to show how the Tunisian citizen has evolved from a cultural point of view, through the use of languages as different as they are, such as Arabic with its two *slopes* and French. For the purpose, I will examine the case of signs and poster ads in both languages. For the purpose, I will first determine the presence of Arabic (source language) in the translation (target language) by trying to classify the examples according to phonological, morpho-syntactic and lexical criteria. Second, I will try to display the reasons behind the coexistence of two languages in certain signs, where the standards of two codes are respected compared to other cases in which coexistence may seem difficult and complex. This will raise our awareness of the linguistic situation outside educational structures, where both French and literal Arabic are used unequally compared to the dialect. Contrary to Hubert Tullon (2009: 35) who thinks there is «a discourse [...] that opposes [...] the national language to foreign languages in the way Authenticity is opposed to Alienation”, the present paper argues that, at the present time, the trend is towards promoting foreign languages while giving priority to the mother tongue especially in public places.

Keywords : bilingualism, diglossia, intercultural

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Russian-Language and French-Language Mass Online Courses by User – Teacher

Abstract. Over the last three years, the author has mastered successfully 10 online courses: 7 in French and 3 in Russian. Francophone courses were devoted to the main points of French language teaching including the using of digital technologies, ICT and improvement of French language competency. Online courses in Russian were devoted to the first aid in educational organization, modern information and communication technologies in educational process, organization, creation and peculiarities of online courses design. The purpose of online courses was to improve skills and competencies and to receive a certificate at a convenient time and pace for the students.

After the training, it was born an idea to compare Russian- and French-speaking courses based on the following points: the target audience, their structure, duration of courses, form and supply of material, forms of monitoring and evaluation, etc.

The results of comparative studies showed that the models and online courses consist of listening to the site, video conferencing, self-fulfillment of tasks and a convenient time frame, discussion of the studied material at the forum, passing the final exam and obtaining certificates.

However, there are a number of significant differences. Some of them are:

- Duration of the course. French online courses are designed for a longer period of study. Traditionally, one week is provided for the passage of one topic.

- The duration of a Russian-language video lecture varies from 20 to 60 minutes, in contrast to a 5-10 minute French-language lecture, which greatly complicates the perception and understanding of new material.

- Submission and presentation of material by the lecturer. The speeches of foreign lecturers are accompanied by interactive presentations that focus on the key points of the lecture. The lecturer, standing, without relying on the text, working with the camera (audience), gives a lecture, helping himself with facial expressions and motions, voice. By necessary, can work in tandem with another teacher to demonstrate one or another example. The text of the lecture and the presentation with basic information are attached in pdf format to the topic of the lesson. Russian-speaking teachers give a lecture, usually sitting in front of a computer. When submitting material, they often turn to the computer, and not to the audience. The voice is even, motions and facial expressions are quite restrained.

- In Russian online courses, there is no mutual evaluation of completed tasks.

- Control of material development. French online courses offer interactive, on-going monitoring of the development of the material after studying each topic. Final testing is carried out at the end of training. Some open Russian online courses are limited to final testing.

To conclude, when working on an online course, Russian-speaking teachers need to increase their digital and information competence, to present the material in a high-quality manner, taking into account all the features of working with video. Various specialists must participate in the design and creation of the material, and not just the lecturer and operator, so that the final product will be interesting to students in both form and content. A modern teacher needs to learn to work in front of the camera. Particular attention should be paid to the design of test materials focused on the effectiveness of training.

Keywords: e-learning systems teaching, comparative analysis, russian-language online courses, francophone online courses, specific aspects

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Digital Technologies and Resources of the Hachette FLE Publishing House

Abstract. The positive role of digital technologies in the new conception of learning and teaching is confirmed by many studies.

The Publishing House HachetteFLE has launched a series of courses and supplementary resources accompanied by digital media and educational software. For the newest courses (Cosmopolite, Alter ego+, Adomania, Les Loustics) there are digital student's and teacher's manuals. The first is a card with the code to access the digital manual. It can be installed on the computer or tablet and provides a lot of freedom and ease in the use of the book. Other courses (Totem, Texto) have access code to the installation of the digital manual.

The digital teacher's manual is stored on a USB key. It brings together all the materials (Student's book, Activity book, CDs, DVDs, and Teacher's Book) and is easy to use. In particular, it can be used with the interactive whiteboard, which makes the learning process more dynamic and motivates the learners.

Another learning tool is the Parcours Digital. Once the account is created, this program gives access to interactive supplementary activities. It offers 1 to 8 self-correcting exercises in grammar, vocabulary, phonetics and communication for each lesson. It thus contributes in several ways to improving the acquisition of knowledge, the development of skills that are related to this knowledge. It also promotes collaboration between students and the teacher, facilitates the management and control of learners' progress, and facilitates communication between students and the teacher in the virtual classroom.

Another digital resource accompanying the Hachette FLE's courses is the videos published on the website TV5monde.fr. In particular, the episodes that are part of the Totem course are accompanied by self-correcting activities and designed to work independently for those who study French. While the videos that are part of the Adomania course addressed to teenagers are equipped with teacher's worksheets. These are developed by the course creators and represent ready-to-use activities in the classroom.

Keywords: educational software, interactive activities, digital manual

SESSION 5

INTERRELATION BETWEEN FUNCTIONAL APPROACHES OF INTERCULTURAL COMMUNICATION AND INTERPRETATION ISSUES

(15.11.2019, 14:30 – 16:00, Continuation 16:30 – 18:00
aud. 553, Bldg. № 4, Institute of Foreign Languages, RUDN University,
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Comparison of Actional Systems and Translation of Russian Deverbatives into the Spanish Language

Abstract. The intensive integration of Russia into world culture, the strengthening of its international relations, the expansion of contacts between representatives of multilingual national and social communities is a characteristic feature of our time. In this regard, society defines a new social procurement concerning the teaching of foreign languages. It should be aimed at the interrelated communicative and intercultural development of students. Our article is in the tideway of this direction.

The article is devoted to a comparative analysis of the actional systems of the Russian and Spanish languages and the translation of Russian deverbatives into Spanish. The purpose of this study is to conduct a comparative analysis of such actional systems, to identify existing similarities and differences in these two languages, by comparing the translation of Russian deverbatives into Spanish and Spanish deverbatives into Russian. In this article, the authors use the method of theoretical and empirical analysis, for example, the study of specialized dictionaries, as well as a comparative method for the study of Russian and Spanish language deverbatives. The work is based on the study of terminological units presented in the dictionaries of Spanish and Russian authors, monographs on relevant topics.

Actionality theory allows for different configurations of actional systems in different languages. Based on the classifications of verbal nouns (= deverbatives = action names = action nouns) developed for the Russian language. In Spanish, it is also possible to distinguish the corresponding semantic categories that indicate the *subject*, *the producer of the action*: ganador-winner, creador-creator; *the instrument of action*: escape-silencer; *process or result of the action*: demostración-demonstration, display, invento-invention; *nouns conveying a separate act of action*: tiro (s) de ángulo – angular pitch. Most are verbal nouns denoting *the process/ result of an action*.

Quite often, the Spanish infinitive is subjected to substantivization, which many Spaniards consider as a verbal noun expressing the abstract name of the action.

To emphasize the similarity between the infinitive and the noun, grammarians usually appeal to **pieces of evidence of** not only of a formal but also of a functional nature. It should be noted that the substantive infinitive, due to its dual verb-nominal nature, does not merely name the action, but emphasizes the procedural, dynamic nature of this action. Due to this property, the substantive infinitive is widely used as a flexible stylistic medium in the Spanish media language. Nominalization is presented both in Russian and in Spanish, but it differs in quantitative terms, in functional aspects and terms of semantic filling. In Russian, it is represented much more widely; in Spanish, nominalization practically comes down to designations during repeated nomination, giving way in other cases to verb structures.

Keywords: Russian deverbatives, Spanish deverbatives, word-building patterns

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Intercultural Aspects of Russian and English Phraseology: Interpretation of “Family” in Linguocultures

Abstract. The study of the paremiological corpus of individual linguistic cultures seems to be extremely important for the correct interrelation and understanding of the cultures. We are targeted at disclosing the mechanisms through which the mentality of both nations and linguocultures is represented in Russian and English proverbs and sayings, at showing the system of values connected with the notion of family as a core concept for both the abovementioned cultures. Proverbs are integral part of the language of the people, incorporating and directly reflecting historical, cultural and linguistic features of the nation, thus being a representation of past experience through the prism of the present.

An analysis of the dictionaries of the proverbs of the Russian and English languages made it possible to identify the main thematic groups of language units that reflect family relationships in the linguistic culture of both ethnic groups. The most widely represented of them can be distinguished:

proverbs in which the role of man and woman in the family is noted: *a woman's road is from the stove to the threshold, a woman's place is at home;*

proverbs in which there is a contrast between a good and a bad spouse: *you get old with a bad wife, you get younger with a good wife; a virtuous woman is a source of honor to her husband, a vicious one causes him disgrace;*

proverbs that emphasize the importance of choosing a life partner: *choose a wife not in a round dance, but in a garden; choose your wife on Saturday, not on Sunday;*

proverbs reflecting the idea that a husband and wife are a single whole: *without a wife – as without a hat, women are necessary evils;*

proverbs that describe the love of children: *mother's affection knows no end, a mother's love never ages;*

proverbs that express the idea that children are similar / dissimilar to their parents: *an apple doesn't fall far from an apple tree; like father, like son; every family has a black sheep.*

Keywords: phraseological unit, intercultural communication, paremiological corpus

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Looking at the Chinese Numeral through the Lense of Mathematical and Language Signs Equivalence

Abstract. The polystructural nature of the Chinese semiotic system manifests itself in the fact that there are several sets of numbers in China: rod numerals, banker's numerals, Arabic numerals, Roman numerals, the traditional Suzhou numerals, the Heavenly Stems and the Earthly Branches.

This study has been executed in the framework of the semiotic approach and its aim is to determine which of the above sets may perform language functions, i.e. act as numerals, and to establish the bases therefor. A.F. Losev's sign theory serves as the methodological framework. The theory states that a language has a two-plane nature. In this context the relationship between the expression and the content planes are the correlation between the digit and the number. The application of the theory allows one to reveal the specificity of the language sign as opposed to the specificity of the mathematical sign.

The Frege triangle depicting the structure of the sign is used to describe such phenomena as the digit, the number, and the numeral. The left apex of the triangle represents the number (the denotatum) – id est an image in human consciousness. The upper apex of the triangle represents the sign (the character in the Chinese language). The right apex of the triangle represents the notion about the denotatum. Since the Frege triangle has only three apexes it may not be applied to all the numeric signs – just the ones that are numerals in which case the left apex representing the denotatum remains constant and the upper and the right ones are variable. The language sign itself is a part of the semiosis process in which the interpreter of the process is extremely important. Cultural peculiarities of the nation are encoded in the numerals – they may be understood by an interpreter who is either the native speaker or a foreigner with the appropriate cultural background.

The analysis of the nature of the Chinese numeric signs and their functions makes it possible to qualify the signs belonging to rod numerals, the Heavenly Stems and the Earthly Branches, the Suzhou numbers as numerals with the sign structure following the Frege triangle pattern.

Keywords: Chinese numerals, Chinese figures, semiotics

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Rendering Terms of Colour in the Names of Musical Compositions

Abstract. The present paper addresses the difficulties of rendering from the English language into Russian the titles of musical pieces that contain terms of color. The study focuses on the musical compositions written in the first half of the 20th century in the USA, since using terms of color in naming the pieces was particularly widespread among jazz and blues musicians and those who drew inspiration from those genres in the studied period. The objective of the paper is to carry out comparative analysis of the original titles in the English language and their equivalents in Russian, identify the challenges terms of color pose for a translator, assess the level of equivalence achieved, and specify the areas of divergence in the linguistic pictures of the world represented in the material under consideration. The methods involved in the study are comparative analysis, quantitative analysis, as well as etymological and semantic methods. The paper discusses a number of compositions by George Gershwin (*Rhapsody in Blue*, *Blue Monday*), Duke Ellington (*Deep Blue*, *Mood Indigo*, *Moon Indigo*, *Midnight Indigo*, *Indigo Echoes*, *Black*, *Brown and Beige*, *Black and Tan Fantasy*) and Igor Stravinsky (*Ebony Concerto*) whose titles have a number of translation equivalents in the Russian language. It is suggested that the variability is rooted in cultural differences in the perception of colour. The comparative analysis of the semantics of the terms of color *blue*, *black*, *brown* and *beige* and their equivalents in the Russian language demonstrated that they represent a zone of asymmetry in the linguistic picture of the world of the languages under consideration. Rendering these terms of color in the names of musical pieces can pose serious difficulties in the process of translation and the multiple layers of the senses and connotations they convey can lead to different interpretations and, as a consequence, to variability of equivalents in the target language.

Keywords: translation, variation, terms of colour, the semantics of colour, names of musical pieces

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On Intercultural Aspects of Concept “Wealth” Interpretation in Present Time Perspective

Abstract. The issue of gaining and retaining wealth as an equivalent of success, prosperity, stability and often freedom has become more and more discussed in various foreign media and fictional discourses created by contemporary English-speaking authors, representing the concept of “wealth” in close correlation with other mental structures and adopting modern interpretative approaches to the disclosure of its content in the paradigm of life and value systems of modern English-speaking communicants. The concept of “wealth” is one of the most important mental categories having a different degree of significance in different linguistic cultures, which makes it crucial in studying the processes of conceptualizing the world as one of the most promising areas of modern communicative linguistics, the theory of intercultural communication in particular. To achieve this goal, we described the features of the objectivization of this concept on the example of the fictional discourse by K. Swan and J. Archer and also by analyzing the corpus of phraseological units preserving “wealth” in their semantics.

The investigation of the fictional discourse and phraseological units in terms of representation of “wealth” that is culturally predetermined made it necessary to resort to the descriptive method, the comparative and conceptual methods of study.

Thus, in the English folk culture, in particular in proverbs, sayings and phraseological units, one can trace the main associative series with the concept of “wealth”: wealth equals power; wealth is food; wealth is money; wealth is ruining; wealth spoils the character of a man; wealth is a master. The value component of the concept of “wealth” in the English linguistic culture is complex and includes both positive and explicit negative connotations. Highlighted specific semantic elements of the concept of “wealth”, characterizing the perception of this phenomenon by native English speakers at the present stage of development of society, made it possible to establish the relevance of this mental structure for the theory of intercultural communication on the basis of fictional discourse. The following semantic associations were discovered: wealth – power; wealth – money, material values; wealth is a well-paid job; wealth – status – respect; wealth is food; wealth – household items (cars, clothes, etc.); wealth – thirst for profit, greed; wealth is luxury; wealth is uniqueness; wealth is the economic well-being of a country.

Keywords: Fictional discourse, mental structure, intercultural and time perspective

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Conceptual Sphere of Color in Investment Terminology

Abstract. The relevance of this paper is supported by the fact that recently, under the influence of cognitive linguistics, terminological studies are aimed not only at the system and structural description of terms and terminological systems, but also at the study of the internal, semiotic nature of the term. Due to the connection with professional activities, and cognitive approach it is possible to reveal the causes and mechanisms of dynamic processes in the field of professional terminological nomination and create a more complete understanding of the term. Investment terminology system is characterized by the large number of terms formed by means of the words of general vocabulary through the process of meaning metaphorization. Since the conceptual integration theory and the mental space theory have provided many opportunities for a more thorough investigation of a metaphor the research is aimed at identifying the conceptual metaphors of the investment term system of the English language. The analysis of semantic methods of term

formation showed that metaphorical transfer is one of the most productive in investment terminology. Metaphor is considered as a creative way of thinking, a cognitive mechanism that allows to conceptualize a new ontological phenomenon by analogy with the existing system of concepts. The article highlights the role of metaphor in the formation of investment concepts and presents one of the dominant concepts in the investment conceptual sphere - COLOR. This concept can be called an integral part of the national picture of the world, it carries an emotional burden and reflects the perception of the surrounding reality by people, as well as an investment community. In the investment field of English, coloristics is a rich source of metaphORIZATION. The concept sphere of color in investment terminology is represented by such concepts as black, white, red, green, blue, etc. The metaphors representing each of the presented concepts form a huge material for study. The purpose of this paper is to analyze investment metaphors with the lexical unit «grey». To solve the tasks, the following research methods were used: definition analysis, contextual analysis, component analysis. After carrying out a thorough investigation of investment dictionaries and corpora data it was found out that grey is associated with something unethical, grey is unofficial, grey is unauthorized.

Keywords: concept, metaphor, term, linguo-cultural aspect

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Contextual Analysis of «Enjoy» for Translation Purposes in Cross-Cultural Quality of Life Studies

Abstract. The study aims at demonstrating the benefits of contextual analysis for translation practice in the life sciences, in particular, in the quality of life studies. The ongoing globalization of the life sciences is a source of persistent challenges for translators. Life science researchers are incessantly coming up with new uses of language in their linguistic tools for data collection such as scripts for structured interviews, disease-specific and quality of life questionnaires. Since the majority of linguistic tools for cross-cultural life science research are developed in English, the most common, everyday English words denoting emotional and bodily experiences are acquiring the status of terms in this academic field. Translators cannot rely on the conventional practice, whereby such words as “happy”, “content”, “enjoy”, “satisfied” are translated based on the context by means of translation transformations. In life science linguistic tools, these words are supposed to be translated in isolation from the context, like terms. This new terminological status of everyday English words makes high demands on translators’ understanding of these words as integrated units of the lexical system of the source language (English). Due to fragmented presentation of lexical meanings, dictionaries do not provide adequate information for the needs of translation of linguistic tools. In contrast, our contextual analysis makes an attempt to treat each word as a semantic whole, which unveils the semantic aspects crucial for the purposes and values of the life sciences. To illustrate the potential of contextual analysis as an important stage of translation process in the life sciences, we consider the functioning of the word “to enjoy” in quality of life questionnaires, review the existing translations of this word, and show how a contextual analysis of this word helps to establish a semantic base for new, more adequate translation solutions, which ultimately helps to enhance intercultural academic communication. The findings presented in this paper are the result of our analysis of 350 samples of use of the word “enjoy” from the British National Corpus, and some results of the previous studies in the field conducted by one of the authors.

Keywords: translation of terms, contextual analysis, quality of life

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Retelling of a Biblical Text in English as an Extended Version of Communicative Translation

Abstract. Retelling is an extension of communicative translation as it follows a similar communicative aim without targeting at verbal affinity. The text of “The Gospels in Broad Yorkshire” is a retelling of several classical biblical subjects written by Arnold Kellett. The goal of the present paper is to identify characteristic features for this kind of representation used for the highly specific subject matter. The key method is comparison of the dialectal text and the corresponding sections of King James’s Bible; also used are elements of contextual analysis, the analysis of dictionary entries and of the rhetoric structure of the text.

The author introduces the first person narrator, who freely expresses his ideas of the topics described in the Bible often humoring them. Linguistic adaptation concerns grammar as well as lexis. Lexical substitution is manifold: applying present day neutral terms instead of archaic words, extensive use of dialectal words as well as idioms and phrasal words, Introduction of present-day *realia* terms. At the same time, difficult archaic religious words remain, like “disciple”, sometimes followed by an explanation. Such words serve as precedent terms indicating inherent links of the retelling with the original. Also, Kellett’s text abounds with free additions written mostly in a conversational, often ironic or humorous style.

These linguistic modifications result in a narration fluent and reader-friendly, appealing to diverse readership by its easy manner. Through this, the biblical subject matter penetrates the minds of those not yet familiar with the topics and makes the readers realize and appreciate the moral significance of the material. Informal and relaxed, even chatty, the narration obviously resembles the original texts, which were initially oral and conversational, when Jesus spoke to people or crowds of people persuading and teaching them. It is this communicative function that links the retelling and the original, which is also variable, and allows considering the retelling an extension of the original text.

Keywords: communicative translation, retelling, biblical matter, Yorkshire vernacular, textual additions

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About Dialect Peculiarities of the Mexican Territorial Dialect of the Spanish Language of the States of Campeche, Yucatan and Quintana-Roo

Abstract. The main issues related to linguistic variability are discussed on the examples of the functioning of the Spanish language on the territory of the Mexican Yucatan Peninsula. It is very difficult to differentiate language as the process of linguistic changing. A lot of factors influence it, which are often independent from each other. In each Latin American country, the formation of local literary norms of the Spanish language was formed differently. The Spanish language of Mexico, in particular the states of Campeche, Yucatán and Quintana Roo, is one of the unique linguistic formations because it is the place where the common Spanish basic and dialectal features are stable and that is why it organically coexists due to the distinctive features of the Mexican culture.

The purpose of this research is the Spanish language in the states of the Mexican peninsula Yucatan (Campeche, Yucatan, Quintana-Roo), which sociolinguistic status we have defined as Mexican territorial dialect.

The main methods used in writing this article were: the linguo-geographical method, the method of analytical description of linguistic facts, functional and comparative methods, a review of scientific literature, and the use of the Internet.

The article presents the conclusions of leading Russian scientists-romanists such as V.S. Vinogradov (2005), who identified the Spanish interethnic form as the global existence of the Spanish language; N.M. Firsova (2000), who distinguished 4 forms of the existence of the Spanish language (national variant, territorial variant, territorial dialect, dialect); N.F. Mikheeva (2003), who elaborated a new direction in the world Romance philology – interviant dialectology of the Spanish language. We have studied the research of famous foreign linguists J.M. Lope Blanch (1972) and Hugo Mejias (1980), which are devoted to the dialectology of the Spanish language in Mexico. It was J.M. Lope Blanch (1972), who considered the Yucatan Peninsula as an independent dialect zone in his study of the Spanish language of Mexico.

Also, we have studied the main features of the functioning of the linguistic units of the Spanish language in the territory of three states of the peninsula.

Phonetic features include the following:

- explosive compound [t] + [l];
- loss of unstressed and even stressed vowels;
- a clear pronunciation of the final and interdental consonants;
- the letter / x / corresponds to several sounds: [s], [x], [ʃ].

Grammatical features associated with the Native American substrate are:

- suffix -eco;
- use of diminutive suffixes -ito / -ita, -illo / -illa;
- excessive use of possessive forms;
- the performance of Pretérito Indefinido.

At the lexical level predominate ethnographic dialects: names of vegetables and fruits; phenomenas of flora and fauna.

Key words: Spanish, Yucatan Peninsula, dialect, national variant, Quintana-Roo

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Lingvocultural Strategies of Fiction Translation

Abstract. This article discusses linguistic and cultural strategies that can be used while translating phraseological units in the interaction process between the meanings of the original and the receptor's culture. The research methods were a continuous selection of phraseological units from the novel "Lolita" by V. Nabokov in English and Russian and a comparative analysis of their translation. Any lexeme in a phraseological unit can carry a certain linguistic and cultural meaning, and in order to decipher it, novice translators can use linguistic and cultural strategies. The distinguished type of the strategies is associated with the "translation" of the meaning of the original phraseology laid down in it by the author into a system of knowledge, ratings, previous experience, etc. of the recipient, that is, the linguistic and cultural knowledge of the recipient is used in the translation process. In this article, linguistic and cultural strategies are considered on the example of the author's translation of V. Nabokov's novel "Lolita", first published in English in 1955, and only 12 years later, in 1967, appeared in the Russian version in the translation of the author himself. An author's translation is a unique phenomenon, since it is believed to be a new work, which compared with the original, has the specifics of a new language and a new cultural background, without which creation of a work in a foreign language loses its aesthetic significance. Such a translation differs from the usual professionally executed literary translation in completely new stylistic techniques and means, figures of speech, idiomatic units, as well as images and shades of meanings that the original did not reveal. The cases where the author-translator departs from traditional, expected vocabulary matches and offers his own translation options are of particular interest for the study. It is here that the author's features of translation, linguistic and cultural differences and the author's vision of his work through the prism of Russian and English languages are manifested.

Keywords: phraseological units, strategies, translation

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Language Consciousness of Russian Academic Popular Science Journalism Translators of the First Half of the XVIII Century

Abstract. The article is devoted to the consideration of the Russian reader with knowledge about the world around familiarizing process in the first Russian popular science academic journal “Notes to the St. Petersburg Vedomosti” (1728–1742) from the Russian academic translators of this time linguistic point of view. New knowledge required the use of special language resources, which often were not available in Russian in the first half of the 18th century at all and which were much easier to be found by the new generation of translators – often because of the attitude towards words borrowing and the presentation publicity in general. It is no wonder that F. P. Filin considered the new generation of 1730s translators as the “brilliant masters of their job”. It is interesting to note the age of academic translators: at the time of the beginning of participation in the “Notes” materials translations Yahontov was about 18 years old, Adodurov – 22, Taubert – 22, Volchkov – 29, Trediakovsky and Lomonosov – about 30 (about the age of Schwanvitz and Alekseev there is no trustfull information). The “Notes” employed young translators who received a different education and were brought up as native speakers in different conditions than the translators of Peter the Great time, who found it difficult to rebuild the text presentation in a new stylistic way. The style of “Notes” was developing, the staff of this edition improved in the art of writing and translating entertaining articles of an educational nature: at the lexical level, the authors and academic translators sought to make the texts “transparent” for the reader, in respect of syntax, this attitude also received a real embodiment: the transition from multi-compound sentences, burdened with complex syntaxes of the Church Slavonic language, to the more structurally organized, and therefore easier for the reader's perception common sentences. The “Notes” and their translators played a significant role in the history of the Russian language identifying the basic stylistic principles of popular scientific materials publication and edited important changes to the new grammar of Russian language in general.

Keywords: historical stylistics, 18th century Russian journalism, translation, language personality, science-popular journalism

SESSION 6

FORMATION OF DISCURSIVE SOCIO-CULTURAL COMPETENCE OF FUTURE TRANSLATORS AND INTERPRETERS IN LANGUAGE TRAINING PROCESS

(15.11.2019, 14:30 – 16:00, aud. 555, Bldg. № 4, Institute of Foreign Languages, RUDN University, Miklukho-Maklaya str., 9)

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Translation Competence in the Field of Protocol: the Topicality of the Issue

Abstract. It is not surprising that in the era of globalization, translator's position has been modernized and its skills have become fundamental part for other professions. Many specialists have such requirement as knowledge of foreign languages. The article indicates the fact, that this requirement is relevant for experts in international relations such as diplomats and protocol officers.

Besides, special attention is paid to the competencies that are needed together with foreign languages, among which the most essential one is translation. The article describes how important this competence is in the field of protocol, in the rather multilateral profession. The author analyzes the relevance of this competence as a necessary component in the protocol officers' professionalism, without which it is impossible to imagine intercultural communication. Working with any text or speech is considered to be not only as a condition for performing a qualified translation, but also as a technique for understanding their meaning. In fact, appropriate translation in protocol documents means successful intercultural communication.

The author focuses on two critical definitions – “competence” and “professional competence”. The article highlights a diverse number of competencies that protocol specialists must gain. Readers are given the opportunity to study not only the existing materials of Russian researchers, but also to think about the necessity of the problem that requires detailed study and appropriate methods. Some methods also present in this article.

Thus, the author emphasizes the relevance of the translation component in the field of protocol and indicates its specificity that needs to be developed for successful protocol practice. The article notes with what genres of texts/speeches Protocol Service works. Their translation is very specific. That means that protocol officers come across with rather serious difficulties as they have to use certain terms, word combinations, grammatical structure, clichés and etc.

Another purpose of article is to prove that in order to identify the required competencies, including translation, it is necessary to study protocol officers' activities, surroundings, tasks, determine personal qualities, study the terminology in more detailed way.

The article would be useful for beginners and experienced professionals in the field of protocol, experts in international relations, interpreters, translators, and linguists.

Keywords: competence, translation, intercultural communications, international relations, protocol officers

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Formal and Semantic Modifications of Russian Borrowings as Material for Forming Complex Linguistic Competence

Abstract. The purpose of the study is the use of Russian borrowings in French as a material for intercultural communication skills formation. Research objectives: to find Russian borrowings in mass-media and informal Internet communication of 2016-2019; to analyze formal features and identify semantic changes in Russian borrowings in French; to develop assignments for seminars in theoretical disciplines at a language university and for classes in theory and practice of translation for non-linguistic universities, as well as for extracurricular work. Material: the Russian borrowings that function independently of the context of Russian culture. Results: The obtained data allow us to consider about 150 Russian words in French expressing the communicants' own thoughts when communicating on topics not related to Russian culture over the past four years. French words formed with Russian elements, but nonexistent in Russian have also been discovered: *bérézina*, *cacatov*, *ruskoff*, *pavlova*, *salade russe*, *le syndrome tolstoïevsky*, *tchernobyliser*. Several dozen of them were included in the assignments: terms of science and art: *constructivisme*, *cosmonaute*, *dubnium*, *jarovisation*, *liman*, *mendélévium*, *pavlovien*, *permien*, *podzol*, *polynie*, *printanisation*, *solonetz*, *solonchak*, *spoutnik*, *steppe*, *Art steppique*, *tchernozem*, *tokamak*, *taïga*, *tundra*, *vernalisation*; names of animals: *barzoï*, *beluga*, *kolinski*, *mammouth*, *morse*, *samoyède*, *zibeline*; names of dishes and drinks: *blinis*, *bortsch*, *kacha*, *koulibiac*, *koumys*, *malossol*, *pirojki*, *sterlet*, *vodka*, *zakouski*; common words: *niet*, *kalachnikov*, *kopeck*, *bistro*, *cocktail Molotov*, *astrakan*, *appatchik*, *moujik*, *salade russe*, *troïka*. For example: Explain the etymological doublet concept (take *zibeline* and *sable* as an example); Consider modifications to the toy designation: “*Matriochka babouchka*, *poupées gigognes en bois*. Ensemble de Noël de 3 poupées de nidage - *Matryoshka Dolls*”. For the translation course, types of creative assignments on reverse translation have been developed as well as extracurricular search for interpretation of Russian borrowings: round tables, events (Translator's Day), video projects (for example, a video with a survey of young French people about the meaning of the word *bérézina*). Findings: The use of Russian borrowings as a material for mastering the linguistics theoretical concepts causes emotional acceptance and genuine interest of students due to the impression of familiarity which contributes to the formation of intercultural competence and comprehensive linguistic competence.

Keywords: French as foreign language, intercultural communication; semantic changes; Russian borrowings

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Importance of Linguistic Context in Translation (General Overview)

Abstract. The present research is an attempt to investigate the importance of interaction of different contexts with meanings of words and peculiarities of their translation.

The study aims to analyze the translation of some words (from English into Russian) which can have different meanings depending on the context. It is proved that the role of the context must be taken into account and cannot be ignored. The study is also interested in complex cases of the use of different words. The research shows that texts cannot exist out of context. Context in this research is the entire environment in which the word or sentence is expressed or stated. To understand the text translators have to deep into its background. Thus translator first de-

contextualizes the original text and re-contextualizes it for the target text. This forms a good contextualized translation.

The findings got from the analyses of the data show that linguistic context affects the meaning of the text. Linguistic context means the linguistic factors which influence the meaning of the text. No words in the text exist in isolation. They interact with other words in the text and with the whole text at large. This interaction among words identifies their meaning rather than its isolated meaning. Let's look at some examples to illustrate this point. See the use of word “*deck*” in different sentences.

- 1) Landing Craft was fixed on the well **deck**. // Десантный катер был закреплен на **стапель-палубе**.
- 2) But you know I'd **deck** you. // Но ты знаешь, что я бы тебе **врезала**.
- 3) So, this **deck** is bought here. Sorry. // Итак, эта **колода карт** была куплена здесь.

Прошу прощения.

It is proved that linguistic context can be of two types:

- immediate;
- remote.

By immediate context linguists mean words or sentences that make the context clear and help in understanding the whole text. Remote context relates to existence of a word or a sentence somewhere else in the text.

Thus texts can only be understood in its context. Translator must understand the context so as to produce a good contextualized translation.

Language material was collected by the method of continuous sampling.

Keywords: context, translation, meaning

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Practical Application of Corpus Analyses in Translation and its Advances

Abstract. The following article deals with the corpus linguistics and application of corpus-based analysis in translation. The paper draws on quantitative results based on empirical analyzes, using a corpus-based approach to generate scientific conclusions. Moreover, it highlights the importance of analytical results obtained from modern English corpora and the adoption of the concept of "mother" of native speakers that can be assumed by means of the concordance frequency lists. The practice of translation requires the translator to know a great amount of vocabulary as well as the translator feels a need for understanding the concepts and notions better in the target language. In this point, they need a big collection of texts representing the language and cultural units, i.e., a language corpus. The work provides with the information about the process of creating the frame of concepts by means of corpus analyses as well. As a result of the frame analyses of the concept, the translator can have a perfect cognition of the very notion and with no difficulties can produce a comprehensive piece of translation. In terms of the theoretical value of the article, it contains definitions for the term ‘corpus’ as well as ‘corpus linguistics’ which were worked out by the outstanding scholars of the field. To be more precise, the theoretical analyses were based on the mostly Russian, English and Indian researchers because the field of Corpus linguistics has not been studied in Uzbek linguistics sufficiently enough. Mostly, J. Sinclair and F. Meyer’s viewpoints about ‘corpus’ have been provided while N. Dash’s approaches to corpus linguistics and V.A. Maslova’s ideas of linguoculturology have given a great opportunity to provide a more clear understanding the functions of the fields. What is more, the following article contains some practical analyses regarding the use of corpus results in translation. Here, we have picked up the national corpus BNC as a source of linguistic data collections and provided information concerning the type of the mentioned corpus identified through the classification of corpora by N.

Dash. The final conclusions about the application of corpus-based quantitative results in the practice of interpretation and its advantages have been given at the end of the work.

Keywords: corpus linguistics, corpus, translation theory, concordance, concept, concept frame

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Schools of Simultaneous Interpretation in Russia and Abroad

Abstract. Simultaneous interpretation is nowadays getting more and more topical as it helps save considerable time resources and provides for more issues to be settled in the given time. Therefore, the problem of teaching this type of interpretation is given serious focus both in Russia and abroad. Simultaneous interpretation goes back in history to the Nuremberg trial over Nazi war criminals, where this type of interpretation was first widely utilized. Consequently, with the infrastructure of international organizations emerging rapidly, first of all, that of the UN followed by the OSCE, consecutive interpretation was replaced by simultaneous interpretation as the latter provided for less time to be spent on discussing and/or agreeing an issue. Furthermore, this reason was taken by the international business community to introduce the simultaneous interpretation into the setup of their international activities.

In our current intervention, we have embarked on analyzing the approaches used by the leading educational establishments in Western Europe and the Russian Federation in the issues related to teaching simultaneous interpretation. In our speech, we provide a certain historical excursion into the problem of simultaneous interpretation culminating with some approaches towards its teaching in various simultaneous interpretation schools.

The **aim** of our research was to review the material, available both in hard copy and online, that reflects the history of how both the simultaneous interpretation itself and the methodology of its teaching emerged.

The **topicality** of the research is substantiated by the demand of both simultaneous interpreters and methodology to teach this type of interpretation in certain academic conditions.

The **novelty** of this research consists in attempting to analyze, for the first time in many years, the approaches towards teaching simultaneous interpretation in Russia and abroad.

As a result of our review, we have come to a conclusion that the approaches towards teaching simultaneous interpretation in Russia and abroad differ. Nevertheless, it is noteworthy that the Russian academic establishment has been trying to use the best practices offered by both Russian and foreign methodologists in this field.

Keywords: simultaneous interpretation, approaches towards teaching, simultaneous interpretation schools

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Subtitling Arabic Idiomatic Expressions into English: a Pedagogical Perspective

Abstract. Despite the fact that subtitling is the most prominent form of audiovisual translation in the Arab world, the number of training centers and academic institutions that prepare subtitlers for the industry is very scarce. The present study sheds light on one of the thorny issues that Arab student subtitlers often encounter during their study, namely translating idiomatic expressions into English. In particular, it investigates and describes how thirteen students enrolled in the MA program in Audiovisual Translation at Hamad Bin Khalifa University dealt with Arabic idioms. As part of their weekly assignments, the students were asked to subtitle two extracts from the famous Syrian series *Maraya* and write a commentary on the most problematic issues they have encountered during the process. Based on descriptive translation studies (Baker 1992), the analysis reveals that the students resorted to three main strategies when dealing with various idiomatic

expressions: (1) converting idiom to sense (paraphrase), (2) reproducing the same idiom in the target language and (3) replacing the idiom in the source language with standard target language idiom of similar meaning. In addition to the spatial and temporal constraints of subtitling, it is also noticed that some students faced issues with the Syrian dialect spoken by the original characters and thus have resulted in an inaccurate or, even in some instances, wrong translation. It is recommended that students should be exposed to more audiovisual materials that contain challenging idiomatic expressions during their training and encourage them to research and read relevant literature on the topic. Joint projects and assignments across core courses have helped students identify difficulties and propose effective solutions at both the individual and the collective levels. Moreover, students should be encouraged to do their internship in one of the leading subtitling companies, so that they are aware of the work conditions and the various subtitling guidelines adopted in the industry. This will certainly improve the quality of their subtitles and prepare them better to become active professional subtitlers.

Keywords: Audiovisual translation, Subtitling, Arabic metaphors, pedagogy, training

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